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By-Mullins, Elizabeth, Comp.; Miller, Richard I., Ed.

A DIRECTORY OF INDIVIDUALS, PROGRAMS, AND AGENCIES ENGAGED IN THE STUDY OF CHANGE. 1967 EDITION.

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As a tool to assist in the implementation of constructive educational change, a national directory was prepared of people, programs, and projects dealing with some phase of the change process. The directory includes 367 listings in the three general categories of people (196), agencies (104), and projects (67). People are further categorized under the fields of anthropology, education (subdivided under associations, colleges, corporations, elementary and secondary specialties, foundations, federal government, and state government), international development, political science, psychology, rural sociology, and sociology. Agency listings include administration and leadership; basic research and general studies; curriculum development; development, demonstration, diffusion; group dynamics and human relations; higher education; international studies and development; state departments of education; and teacher education. Project listings include administration and organization; curriculum development; deprived and disadvantaged youth; information centers; research, theory, and model building; and training. Each listing is identified with an address and, with minor exceptions, an explanatory paragraph outlining the particular focus of the person, agency, or project listed. (JK)

A DIRECTORY OF INDIVIDUALS, PROGRAMS, AND AGENCIES
ENGAGED IN THE STUDY OF CHANGE

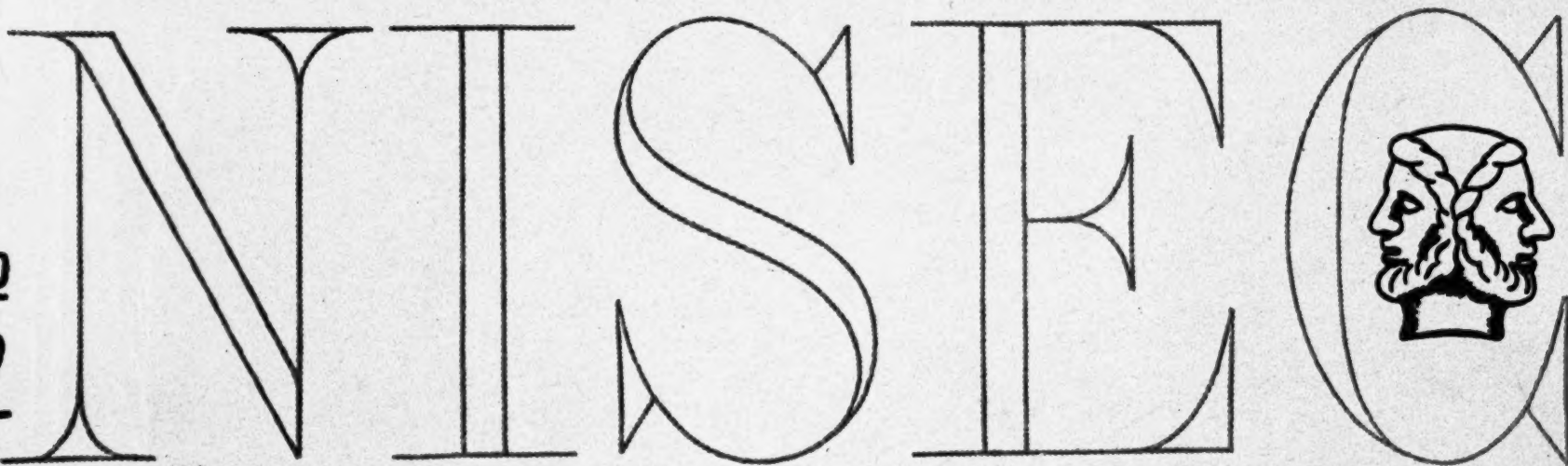
1967 Edition

Compiled by: Elizabeth Mullins
Edited by: Richard I. Miller

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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The National Institute for the Study of Educational Change
825 East Eighth Street - Bloomington, Indiana 47401



The National Institute for the Study of Educational Change

825 EAST EIGHTH STREET • BLOOMINGTON, INDIANA 47401 • A.C. 812 337-9624

Introduction

The National Institute for the Study of Educational Change, located on the campus of Indiana University, operates as a conceptual center in support of research and development efforts for educational improvement.

The Institute is designed to combat three basic causes for the current failure of the educational establishment to mount a disciplined program of educational improvement:

1. The lack of adequate understandings about educational and social change processes.
2. The lack of personnel competent to study change processes, to design and mount improvement programs, or to implement those programs in action.
3. The lack of appropriate tools and strategies for applying research, theories, and ideas to change problems in the field.

Accordingly, the Institute has three major objectives:

1. To develop and investigate new ideas about the processes of educational and social change and improvement.
2. To develop and test definitions for emergent linking or middlemen roles and to conceptualize appropriate training experiences and curricula for these roles.
3. To develop, test, and disseminate operational tools and strategies necessary to implement planned educational improvement.

One of the steps that had to be taken in order to begin the work of the Institute was that of surveying the fields of educational and social change in the United States to discover (1) who are the serious students of change, (2) what programs exist for the purpose of the study of change, and (3) what agencies devote all or part of their efforts to the study of change.

As this basic survey was conducted, it occurred to the Institute staff that the resultant information regarding change activity could be of considerable utility to those who are engaged in research, development, and action programs which have direct relationships to educational and social change. Therefore, it was decided to produce this Directory as a compilation of the findings of the NISEC survey.

The process of collecting the names of, and information about, the individuals included in the Directory has two distinct stages. First, an original list of individuals who might be engaged in work relating to change was compiled from (1) abstracts of research proposals relating to change which were obtained from the Science Information Exchange of the Smithsonian Institute, (2) listings in the Selected and Annotated Bibliography on the Process of Change, 1966 Edition, (3) rosters of participants in various conferences on change which have been held during the past three years, and (4) the mailing list of the SEC Newsletter. Each of the individuals so identified was sent a "Sources of Change" questionnaire which included a request for the names of other individuals and programs involved in some facet of the change process. Thus, new names were added to the original list and the process became self-enlarging. In addition to information provided by questionnaire respondents, names of agencies and programs listed in the Directory were obtained from lists of government supported activities and from institutions of higher education throughout the country.

While the processes used to compile the Directory required considerable effort, there is no doubt that the present document is incomplete. Many individuals, programs, and agencies that should have been included were probably missed. Such omission are the result of lack of information (sometimes resulting from a failure to return the Institute's questionnaire) about the existence of the omitted individuals, agencies, and programs rather than a deliberate attempt at exclusion. It is the hope of the Institute staff that individuals, agencies, and programs that have been omitted in this edition of the Directory will eventually be called to the Institute's attention so that a revision of the Directory can be made more complete. Such information is earnestly solicited from readers.

Finally, a word of thanks must be given to Richard I. Miller, Director of the Program on Educational Change, The University of Kentucky, for the editorial contributions which he made to the Directory.

Preface

Change will come about inevitably in a pragmatic, dynamic, industrial society, and some of the change will bring about improvement. But much change, if left to happenstance, will be "half-change" or a "once-over-lightly" that will result in more smoke than fire.

We can say flatly that no innovation^{*}/ should be attempted in any school without a plan (strategy) for moving the innovation from idea to action. More innovations fail because of little or no strategy for implementation than from any other cause.

The extent of strategy formulation should vary directly with the innovation's sophistication. More nongraded programs fail, for example, from inadequate advance planning and evaluation than from any other cause. Blame of failure, however, is usually placed on the innovation rather than upon the real culprit--faulty implementation.

To assist in filling the strategy-of-change gap, Egon Guba saw the need for developing a national directory of people, programs, and projects dealing with some phase of the change process. Hopefully this initial effort will be a useful resource for those planning to introduce innovations as well as those who have a general interest in the change process. Knowing about people, programs, and projects is of course only a first step, and the easiest one, but it is a necessary starting point; therefore, it is hoped that this booklet might serve this elemental function.

Richard I. Miller

^{*}/ Innovation defined: "Educational innovation is a new or different concept, methodology, organization, or program that is systematically introduced into the classroom, school system, and/or the state as a whole."

Classification Procedures

Each Directory entry is divided into one of three general categories: people, agencies, and projects. The "people" category includes individuals who are studying or working in some phase of the change process--whether it be research, development, evaluation, demonstration, dissemination, or implementation.

The "agencies" category refers to an ongoing program that (1) is studying more than one dimension of the change process, and (2) has the process of change as one of its major foci.

The "projects" category lists studies or projects set up to attack a particular problem or concern that involves some aspect of the change process. The line of demarcation between the program and project is obscure in some cases such as with large projects, involving several people, that may continue over a number of years. Normally, however, projects are smaller, operate within a specified time period, and attack a particular problem or concern.

Entries in the "people" category are listed under seven subheadings which correspond to the disciplines that have been concerned most about educational change. A "general" category is included to "catch" those individuals who do not fit elsewhere. The largest single subheading--"education"--has several sub-subheadings.

Entries in the "agencies" and "projects" categories are listed under thirty different subheadings which indicate the major substantive concern or emphasis of the agency or project. For example, an agency concerned

with change in teacher training programs will be listed under the "teacher training" subheading while an agency concerned with change in state departments of education will be listed under the "state departments of education" subheading. All subheadings are shown in the Table of Contents which follows.

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Anthropology

BAILEY, Wilfrid C.

Department of Sociology and Anthropology
University of Georgia
Athens, Georgia

From 1955 to 1962 Bailey was a Professor of Anthropology at Mississippi State University and Agricultural Experiment Station where he was engaged in several projects dealing with adoption of new practices by farmers and rural homemakers. He was also involved in evaluating education programs which were designed to bring about change. Presently he is Co-director of the Anthropology Curriculum Project at the University of Georgia. This project involves the preparation of anthropologically based units for grades 1-7.

GALLAHER, Art Jr.

Deputy Director
Center for Developmental Change
University of Kentucky
Lexington, Kentucky

During 1965-1966 Gallaher conducted a research project in peasant Ireland on socio-cultural change. This project also generated data on education and life changes. Presently he is formulating a research proposal for a "culture of the school" project. This project will examine the system properties of the school and their relationship to the acceptance and rejection of innovation.

KUPFERER, Harriet J.

Associate Professor
Department of Anthropology
University of North Carolina at Greensboro
Greensboro, North Carolina

Kupferer conducted field research on social and cultural change among the Eastern Cherokee Indians in 1957 and among the Pueblo Indians in 1961. Her primary involvement has been in the field of cultural change.

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SINGER, Philip

Cultural Anthropologist
Assistant Professor of Behavioral Sciences
Albany Medical College
Albany, New York 12208

Since 1961 Singer has been teaching pre-clinical medical students and supervising fourth year medical students in a cross-cultural experience which is designed to sensitize them to socio-cultural aspects of illness and patient care. He is also serving as a consultant in curriculum change for medical education.

Education - Associations

BRIGHTON, Stayner

Research Director
Washington Education Association
910 Fifth Avenue
Seattle, Washington 98104

Brighton is presently engaged in research on change and educational improvement brought about through legislation, educational leadership conferences, and professional journal articles. He is also a consultant to the Northwest Regional Educational Laboratory.

BROWN, Kenneth R.

Instructional Services Executive
California Teachers Association
1705 Murchison Drive
Burlingame, California 94110

Brown's relationship to educational change has been indirect rather than direct. He has been associated with agencies which prepare, for professional association consideration, possible policy positions on issues in curriculum development and instructional improvement. He has served as the Director of a National Education Association Department of Classroom Teachers project on conditions of work for quality teaching, and as a staff aide to teachers' association committee which is attempting to keep teachers actively involved in curriculum and instructional improvement programs.

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CAWELTI, Gordon
North Central Association
5454 South Shore Drive
Chicago, Illinois 50516

Cawelti is currently responsible for coordinating North Central Association team visits to 3750 member high schools. His primary interests and efforts lie in institutional measurement. He also is a member of the I/D/E/A selection committee on the Demonstration School Project and serves as a consultant to the United States Office of Education funded evaluation of the Melbourne, Florida High School.

ISENBERG, Robert M.
NEA Division of Rural Service
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

Isenberg has been engaged for a number of years in stimulating, promoting, and guiding state school systems development so that the legal framework and administrative arrangements for education would have greater capability both for comprehensiveness and for responsiveness to change. He has promoted curriculum reform and modification, especially with respect to instructional approaches. Presently he is providing consultant help on state school systems development, local school district reorganization, the restructuring of intermediate education agencies, and the strengthening of state agencies.

MIAL, Dorothy (Mrs.)
Program Director for Education
National Training Laboratories, NEA
Washington, D. C. 20036

Mrs. Mial is director of the Cooperative Project for Education Development. She acts as administrator for, and helps to conduct, a year-round program of training and consultation with school people, and is the principal investigator for the Education Intern program.

OLDS, Robert
Director, Center for Communication Studies
National School Public Relations Association
2020 Alameda Padre Serra
Santa Barbara, California 93103

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Since 1947 Olds has served as Editor of TRENDS newsletter of the National School Public Relations Association. He served as co-ordinator and Vice President of the School Management Institute in Columbus, Ohio. His activities in this capacity included seminars dealing with program change. In 1966 he became coordinator of research and seminar program development in dissemination areas for the NSPRA Center.

Education - Colleges and Universities (Administration)

BIRCH, Jack W.

Associate Dean
School of Education
University of Pittsburgh
Pittsburgh, Pennsylvania 15213

As an educator and psychologist, Birch has been interested in determining what changes are needed in education, designing ways of bringing about change, and evaluating both the effects of the changes themselves and the efficiency and effectiveness of change processes. Presently he is responsible for fostering research and development in a School of Education and serves as a consultant on research and development to colleges and state and private agencies.

BLANKE, Virgil E.

Chairman, Development Division
School of Education
191 Arps Hall
The Ohio State University
Columbus, Ohio

Blanke served as principal planner for the conference on "Strategies for Educational Change" and is Co-editor of the SEC Newsletter. During 1966-1967 he conducted an inquiry into the diffusion of an innovative English curriculum into four school systems. He also assisted in the development of the Michigan-Ohio Regional Educational Laboratory.

BRAIN, George B.

Dean, College of Education
Washington State University
Pullman, Washington

PEOPLE

Presently Brain is engaged in the Multi-State Teacher Education Project of the Department of Education in the State of Washington. He is also serving the Northwest Regional Laboratory and is involved in the program "Designing Education for 1980."

BRICKELL, Henry M.

Associate Dean for Research and Development
School of Education, Room 227
Indiana University
Bloomington, Indiana 47401

Brickell has written a number of articles, book chapters, informal papers and two books on educational change. The books are: Organizing New York State for Educational Change and Commissioner's 1961 Catalog of Educational Change. He has also spoken to a wide variety of audiences on educational change and on patterns that might be used to advance the spread of education practice. He has also served as a consultant to local school systems, state departments of education, and other agencies.

CLARK, David L.

Dean, School of Education
Indiana University
Bloomington, Indiana 47401

Clark served as Director, Cooperative Research Program in the United States Office of Education from 1958 to 1961 and was the Associate Dean for Research and Instruction at The Ohio State University from 1962 until 1965. Presently, in addition to his responsibilities as Dean of the School of Education at Indiana University, he is Project Director for the Cooperative Research Project "An Examination of Emerging Research and Development Roles in Education," and is Co-Director of the National Institute for the Study of Educational Change.

CUNNINGHAM, Lavern L.

Dean, College of Education
The Ohio State University
Columbus, Ohio

PEOPLE

For four years Cunningham served in the University of Chicago Improvement Program which was designed to effect changes in the local school systems. He has also written a number of articles on the change process and in 1965 participated in a year long change seminar at the University of Chicago. Presently he is working with an elementary school district in Joliet, Illinois on a Title III model school proposal and is following up an integration study conducted at Blue Island, Illinois. He is secretary of the CERLI Regional Educational Laboratory.

EVANS, Rupert N.

Associate Dean of Research and Service
College of Education
University of Illinois
Urbana, Illinois

In addition to his position as Associate Dean of Research and Service, Evans is the committee chairman of the Illinois Task Force in Education and serves as an advisor to the Department of Health, Education and Welfare. His disciplinary point of view is education and psychology.

GOLDMAN, Samuel

Chairman, Area of Educational Administration,
Supervision, and Curriculum
216 Slocum Hall
Syracuse University
Syracuse, New York 13210

Since 1963 Goldman has been working with the Ford sponsored Inter-University Administrative Internship Project which holds the view that the intern can be a change agent in the school system.

GOW, Steele

Vice-President for Planning and Development
Administration Center
Bucknell University
Lewisburg, Pennsylvania 17837

Formerly Gow served as Director of the Learning Research and Development Center at the University of Pittsburgh and as Director of the Curriculum Continuity Demonstration Project. He collaborated with the Pittsburgh Public Schools in the latter project. Presently he is engaged in change planning at the collegiate level, serves on

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the Board of Trustees of the Eastern Regional Institute for Education, and is a consultant to the Learning Research and Development Center of the University of Pittsburgh. He is a field reader for the United States Office of Education and serves as a consultant to the Center for Study of Instruction of the National Education Association.

HALL, Roy M.

Dean, College of Education
University of Delaware
Newark, Delaware

Hall has served on the Committee on Importance of School Administration for the AASA and was a Director of the South West School Administrators Center. He has been a consultant to the Texas Education Agency and Assistant Commissioner for Research in the United States Office of Education. He has also been a Board member for two Educational Laboratories. His disciplinary point of view is educational psychology measurement and evaluation.

HOPKINS, John E.

Assistant Dean for Administration
School of Education
Indiana University
Bloomington, Indiana 47401

Presently Hopkins is Co-director of a research project which, among its other objectives, is seeking to delineate emerging roles which will expedite the process of change in education. The study was initiated in October of 1965 and will be completed in September of 1967.

KIMBROUGH, Ralph B.

Chairman, Department of Educational Administration
254 Norman Hall, College of Education
University of Florida
Gainesville, Florida

During the last few years Kimbrough has served as a consultant for various groups interested in planned change and has written several papers on the implications of research on community power structure for educational change.

PEOPLE

KOLB, William L.
Dean of the College
Beloit College
Beloit, Wisconsin 53511

Kolb has been engaged in the implementation of the Beloit Plan. This is an educational innovation for higher education in the small liberal arts colleges. The innovation includes a trimester plan with a common course for the underclassmen and upperclassmen. The students are examined in academic areas, spend one term in field work and must pass comprehensive examinations.

MOORE, Hollis A., Jr.
Academic Vice-President
George Peabody College for Teachers
Nashville, Tennessee 37203

Moore assisted with the formation of the Experimental Learning Center at Tucson, Arizona in 1964 and was the Director of the Administrators' Seminar on Innovation for Western States sponsored by the System Development Corporation. During 1966 he served as a consultant to the Overseas United States Schools in the Middle East and European Section. He is also the Director of an I/D/E/A Institute at Carleton College.

ROELFS, R. M.
Assistant Dean
College of Education
University of Arkansas
Fayetteville, Arkansas

Previously, as professor of educational administration, Roelfs worked in advanced graduate programs and in field activities with teachers and administrators. Presently he is responsible for stimulating curriculum change and developing projects and new programs related to all aspects of professional education.

SEAY, Maurice F.
Assistant Dean
418 Erickson Hall
Michigan State University
East Lansing, Michigan

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Seay has served as Director of the Sloan Experiment, a program which used the educational process to produce change in dietary practices. As Chairman of the Education Department at the University of Chicago he participated in field studies and research projects, and as Director of the Educational Division of the Kellogg Foundation he reviewed projects involving planned educational improvements. Presently he is administratively responsible for institutes and projects involving planned educational improvements. He also serves as a North Central Association Examiner, a consultant to institutions planning new doctoral programs, and a reader for the United States Office of Education.

Education - Colleges and Universities (Faculty)

ANDERSON, J. Paul
Associate Professor
College of Education
University of Maryland
College Park, Maryland

Anderson is working with Lloyd Trump as the Associate Director of the Administrative Internship in Secondary School Improvement. This program is concerned with the preparation of educational administrators to be educational innovators.

BESSENT, Wailand
Associate Professor
Sutton Hall 325
The University of Texas
Austin, Texas

Bessent is currently completing a study of the acceptance of the inquiry method of teaching science. Rate of acceptance will be related to a pre-disposition to change, cost/benefit analysis of a new method, and concepts of teaching and science. The population being studied is 83 teachers from 16 schools who are engaged in a released-time in-service program. He is also involved in studying applications of computer assisted instructional devices in the area of school administration. He is associated with the Research and Development Center in Teacher Education located at the University of Texas.

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BLUMBERG, Arthur

Associate Professor of Educational Psychology
Temple University
Philadelphia, Pennsylvania 19122

Blumberg conducts research and serves as a consultant to educational and industrial organizations in areas related to problem solving and the development of productive communications.

BRINER, Conrad

Professor of Education
Claremont Graduate School
Claremont, California

Briner is involved in the study of organization and development of school districts, intermediate districts, and state departments of education. Recently he completed a study of the purposes and functions of the Los Angeles County Superintendent Office, and is presently studying the purposes and functions of the California State Department of Education. He is also examining the nature of work organization in large city school systems.

BROUDY, Harry S.

Professor of Philosophy of Education
371 Education Building
University of Illinois
Urbana, Illinois

In 1965 Broudy presented a paper on the theoretical problems of research into educational change at the Conference on Strategies for Educational Change and has served as a consultant to the National Institute for the Study of Educational Change.

BUCHANAN, Paul C.

Associate Professor of Education
Ferkau Graduate School
Yeshiva University
55 Fifth Avenue
New York, New York 10003

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As a staff psychologist from 1953 to 1964 Buchanan utilized behavioral science theory and research in facilitating organization development in industry. Since 1964 he has served as a consultant on a project of education development with a large school system and helped plan and conduct COPED.

CARROLL, Katherine M.

Western Washington State College
Bellingham, Washington

Carroll has been involved in teacher education programs and serves on state-wide committees concerned with the public schools and advising in-service teachers. She advised the Agency for International Development community development program in Bolivia during 1964-1965. She will lecture on educational planning at the University of Trujillo in 1967.

CHASE, Francis S.

Professor of Education
5835 South Kimbark Avenue
Chicago, Illinois 60637

In his capacity as a school administrator, an executive officer of a state education association, a founder and director of several projects and centers which focused on educational change, and a university department chairman and dean, Chase has been involved in numerous efforts to improve education and to introduce and test educational innovations. Presently he is serving as an examiner for the review of Swedish educational planning. He is also a consultant to the United States Office of Education and the National Science Foundation for educational planning. The consulting work for the United States agencies is with particular reference to government intervention in education.

CROFT, John C.

Associate Professor
Department of Educational Administration
Ontario Institute for Studies in Education
102 Bloor Street West
Toronto 5, Ontario
Canada

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Croft has done extensive work in sensitivity-training. He served as a trainer for the teachers of the Model School Division of the Washington, D. C. public schools and is presently completing a study of the effects of a training laboratory on school administrators. He has participated in the Oregon Compact Program and the Education Intern Program of the National Training Laboratories. He has also served as a consultant to projects involving immediate replay television and individualized instruction.

DAWSON, Dan T.

Associate Professor
School of Education
University of Southern California
University Park
Los Angeles, California 90007

Since 1966 Dawson has been engaged in a Title III project in El Monte, California and in a project in the Corona Unified School District. The latter project is concerned with changing the teacher appraisal program.

GROSS, Neal

Graduate School of Education
601 Roy E. Larsen Hall
Harvard University
Cambridge, Massachusetts 02138

Gross is presently engaged in research that is designed to test the utility of certain theoretical ideas that he has developed about the change process in schools. He is also studying the acceptance of educational innovation in elementary schools.

HEATHERS, Glen

Professor of Educational Psychology
School of Education
New York University
520 Main Building
New York, New York 10003

Heathers was Director of the Experimental Teaching Center from 1958 to 1961, and the Coordinator of the Cooperative Study of Dual Progress Plan from 1958 to 1964. This study was a project testing a semi-departmental plan for organizing elementary schools in two school systems. He has served as the Director of a seminar on individualized instruction which was held with district superintendents, intermediate-school principals, and other leaders of the New York City public schools. He was Chairman of a seminar on inquiry conducted with the faculty members of the School of Education of New York University. Presently he is the Director

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of a project to design and test an inquiry-focused program in student teaching at the secondary level. This is an approach to teacher education in which cooperating teachers prepare themselves to foster the teaching of inquiry in the student teachers. He is also a consultant to school systems and state education departments on educational change strategies, the teaching of inquiry and the individualization of instruction.

HEDING, Howard W.
Professor of Education
204 Hill Hall
University of Missouri
Columbia, Missouri 65201

Heding has directed research on change and school improvement in several general areas, and has directed and consulted in school surveys and other school quality studies. Presently, he is a consultant and expert in school development and improvement, specializing in administrative organization and change. He is also the Director of the Missouri Adult Vocational Literacy Materials Development Project and the The Teacher Training, and Demonstration Project. He is a section editor of Educational Administration Abstracts.

KATZ, Fred E.
Associate Professor
School of Education
State University of New York
Buffalo, New York

In the past Katz conducted studies in mental hospitals to determine the effectiveness of efforts at planned change. These studies involved the education of nurses and aides. Presently he is serving as a consultant to a project which is directed at changing parental attitudes about schools in a lower class area.

KAYA, Esin
Associate Professor of Education
51 Press Building
New York University
New York, New York 10003

Kaya served as head of the Measurement Evaluation Section in the Experimental Teaching Center of New York University from 1958 to 1962. In this position she worked primarily with the implementation and evaluation of the dual progress plan in several school systems. From 1963 to 1965 she was a consultant to the

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Norwalk Public Schools to assist in training department chairmen teachers to state pupil outcomes behaviorally, and in modifying curricular units by including cognitive processes such as inductive and deductive reasoning, divergent production, synthesis, classification and evaluation association. Presently she is the principal investigator of a project for the Inductive Development of A Model for Educational Practice, a consultant to the Center for the Study of Instruction, and a consultant to Bank Street College of Education.

LIGHTHALL, Fred
Room 435 Judd Hall
5835 South Kimbark Avenue
Chicago, Illinois 60637

Lighthall has been interested in developing a form of school psychology which has as its basis clinical sociology rather than clinical psychology. Presently he is doing an informal study of the faculty, and a formal study of a school, to discover the group processes and functions that facilitate and inhibit change.

LOVELL, John T.
Professor of Education
School of Education
Auburn University
Auburn, Alabama

During 1965-1966 Lovell served as director of a special institute for teachers of culturally disadvantaged children. The purpose of this institute was to change teachers so they would be more effective in working with children in desegregated classrooms. From June 1965 to August 1966 he was the director of an institute for educational and other community leaders. The institute was designed to work on problems arising from the desegregation of the public schools. The institute strategy was to provide a climate and structure in which problems of desegregation could be considered on a rational basis. Leadership teams developed and implemented, in their local communities, strategies for change.

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MACKENZIE, Gordon N.
 Professor of Education
 Teachers College
 Columbia University
 New York, New York 10027

One of Mackenzie's major areas of interest for a period of time has been curriculum change. In 1965 he served as consultant to the Education Commission in New Delhi, India. In 1966 he was a consultant to the State Department of Education in Maryland and to Caroline County of the same state. He edited a report for the ASCD conference on "Strategies of Curriculum Change" held in 1966. He is presently a consultant to Westchester County's Title III planning group which is planning to propose a center for curriculum change. He is also task force chairman of curriculum development and innovation for the Teachers College study of the schools in Washington, D. C. In his capacity as Professor of Education he conducts a seminar on strategies of curriculum change and a course on program and strategies in curriculum improvement.

MARSH, Paul E.
 Consultant
 Room 20C - 223
 Massachusetts Institute of Technology
 77 Massachusetts Avenue
 Cambridge, Massachusetts 02139

Marsh has been a full-time professional consultant in the field of educational change since 1958. This work includes research, writing, dissemination, conference participation and planning, and field consultation. It also involves legislative and executive staff work with local school districts, ESEA Title III and IV centers, state departments of education, the Province of Quebec, Maxwell School of Syracuse University, Educational Service Incorporated, Harvard University and Massachusetts Institute of Technology. He is associated with the Center for Educational Research at MIT.

MARTIN, Warren Bryan
 Research Educator
 4606 Tolman Hall
 University of California
 Berkeley, California

PEOPLE

Martin is presently engaged in a research project on institutional distinctiveness and student development. He is associated with the Center for Research and Development in Higher Education located at the University of California in Berkeley.

MCDANIEL, Ernest
Purdue Educational Center
Purdue University
Lafayette, Indiana

McDaniel's primary work involves conducting research projects which have been designed to evaluate educational innovations. Presently he is engaged in a study of the impact of multi-level materials on teaching behavior and learning outcomes.

OGLETREE, James R.
Director of Graduate Studies in Administration & Supervision
College of Education
Dickey Hall
University of Kentucky
Lexington, Kentucky 40508

From 1964 to 1966 Ogletree served as the director of a project designed to develop procedures for the in-service education of school administrators. This project involved an inter-disciplinary team of college specialists who worked with local teams of administrators to improve the administrative operations of the school district and to determine how a college team could work with school administrators. Local situations were used as the laboratory, and local problems served as the content. Currently Ogletree is engaged in a project to determine the impact of Title I upon administrative operations of the rural, culturally deprived, and economically depressed school district.

PASSOW, A. Harry
Teachers College
Columbia University
New York, New York 10027

PEOPLE

Passow has been a writer, consultant and college teacher concerned with curriculum and the quality of the public schools. Presently he is the director of a study of the schools in Washington, D. C., is writing and consulting on programs for the disadvantaged, and is co-director of a study of a math program for high ability junior high school students.

PEARL, Arthur

Professor of Education
School of Education
University of Oregon
Eugene, Oregon 97403

During 1965-1966 Pearl gave a series of speeches entitled Educational Change: Why - How - For Whom and prepared a paper "A Critical Hard Look at Teacher Training" for the National Institute for Advanced Study in Teaching Disadvantaged Youth. In 1966 he gave several addresses in northern California and Oregon on teacher training and change, and published several articles.

PLUNKETT, Dudley

Research Fellow
Comparative Education Center
University of Chicago
Chicago, Illinois 60637

Plunkett is presently completing a doctoral dissertation which is a study of the communication behaviors of elementary school teachers (in Kentucky) as these behaviors contribute to the socialization of the young to a larger society. He is also involved in a larger research project studying secondary teachers within the framework of the interstitial person.

POPPER, Samuel H.

Associate Professor, Educational Administration
203 Burton Hall
University of Minnesota
Minneapolis, Minnesota 55455

In 1956 Popper investigated, as a participant-observer, the patterns of interaction governing relations between the Ramsey County Probation Office and the public school organizational units. He was officially appointed a probation officer in order to conduct this investigation. From 1960 to 1962 he directed a district reorganization and devised strategies

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for its implementation. He also participated in the legal defense of the reorganization in District and State Supreme Courts. Presently he has just completed a structural functional analysis of the American middle school organization.

RAY, Willis E.

Professor of Education
The Ohio State University
2047 Neil Avenue
Columbus, Ohio 43210

Ray is presently engaged in an Industrial Arts Curriculum Project which is designed to re-structure industrial arts at the junior high school level. The project involves the conceptualization of a structure of a body of knowledge and the development of curriculum materials for a two year articulated course of study. He is the Associate Director responsible for Field Center Development and Evaluation.

SAXE, Richard W.

Department of Educational Administration
University of Toledo
Toledo, Ohio 43606

Saxe directed a study for the design of a new urban college in Chicago, and is presently on the writing team for a proposal entitled "A Curriculum Reversal to Overcome Educational, Psychological, and Cultural Isolation of The Rural Negro Community."

SIMON, Anita

Assistant Professor
Ritter Hall 263
Temple University
Philadelphia, Pennsylvania

Simon is the editor of Classroom Interaction Newsletter which is devoted to the improvement of communication among those doing teacher training or research using objective category systems. She is also a staff member of a project on student teaching. This project is a four semester study measuring the effects of training in the Flanders systems of interaction analysis on teaching behaviors.

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SMITH, Philip G.
 School of Education
 Indiana University
 Bloomington, Indiana 47401

Smith is interested in efforts to achieve greater conceptual clarity and comprehensiveness about the practice and study of education and the problems of educational change.

ST. JOHN, Nancy Hoyt
 Lecturer and Research Associate
 Harvard Graduate School of Education
 716 Larsen Hall
 Harvard University
 Cambridge, Massachusetts 02138

Since 1965 St. John has been engaged in designing and executing research on the effect of school racial mix on the attitudes, academic achievement, and friendship patterns of Negro children. She is a member of the faculty of the Center for Field Studies in the Harvard Graduate School of Education.

TODD, Eugene A.
 Associate Professor of Education
 Department of Educational Administration
 College of Education
 University of Florida
 Gainesville, Florida 32601

During 1962-1963 Todd completed a dissertation entitled The Administration of Change. The study pertained to the superintendent's role as an agent of change or as an agent of resistance to change. From 1963 to 1966 he served as an assistant superintendent for instruction in which capacity he was responsible for changing the total instructional program of his district. In 1966 he developed a model for change ("Organizing School Districts for Purposeful Change") which will be used as the basis for several research projects. Presently Todd is preparing a research project to develop undergraduates as "agents of change." He serves two city school systems and research councils as a consultant in the area of the change process. He is associated with the Institute for Educational Leadership at the University of Florida.

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TORRANCE, E. Paul
College of Education
The University of Georgia
Athens, Georgia 30601

During the past nine years Torrance has been involved in a program of research concerning intellectual giftedness and specifically focused on the identification and development of creative talent. This work has involved him in the history of educational change and the history of innovation in general. It has also involved him in educational changes growing out of the research products, instructional materials, testing instruments, etc., that he and his associates have developed.

WILLOWER, Donald J.
Professor of Education
207 Education Building
The Pennsylvania State University
University Park, Pennsylvania 16802

Since 1962 Willower has conducted research on "the school as an organization" with emphasis on attitudes and adaptations related to client control.

ZINTZ, Miles V.
Professor of Education
University of New Mexico
Albuquerque, New Mexico 87160

Zintz directed a study on "Problems of Adjustment of Indian and Non-Indian Children in Public Elementary Schools in New Mexico" from 1957 to 1960. He has written two books describing the need to implement the teaching of English as a foreign language in the Southwest, and the need to give teachers concepts from anthropology and sociology to enable education across cultures in this same geographical area. Presently he is engaged in the Ecuadorian Education Project of the University of New Mexico, and is studying the relationship of reading readiness to success in reading. He serves as a consultant in elementary education to the Southwest Regional Educational Laboratory.

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Education - Colleges and Universities (Organized Programs or Projects)

ALEXANDER, William M.

Director, Institute for Curriculum Improvement
College of Education
University of Florida
Gainesville, Florida

Alexander has had extensive experience in the general field of educational change with special emphasis on curriculum development. He has had extensive involvement with operational programs of school systems and professional associations. Presently, in his capacity as Director of the Institute for Curriculum Improvement, he is involved in a number of projects related to the study of curriculum change.

CHESLER, Mark A.

Project Director
Center for Research on Utilization of Scientific Knowledge
Institute of Social Research
University of Michigan
Ann Arbor, Michigan

During 1963 Chesler was engaged in research and change efforts designed to improve teacher peer and principal styles and relations, and to provide an organizational atmosphere supportive of professional innovation and sharing. In 1966 he studied racial integration in southern schools. This study included extensive interviews with Negro students attending predominately white schools. Since 1961 he has been involved in research and teacher re-training on classroom practices designed to improve pupil motivation to learn, peer relations, and self esteem.

COLLER, Alan R.

Associate Research Scientist
Institute for Developmental Studies
School of Education
New York University
Washington Square
New York, New York

PEOPLE

Coller is engaged in the development of evaluative instruments for pre-kindergarten and kindergarten children. He has conducted experiments in auditory discrimination, correctional-feedback, and teacher attitudes. He is also collecting normative data pertaining to the abilities and behavior of socially disadvantaged pre-kindergarten age children.

COOK, Desmond L.

Professor of Education and,
Director, Educational Research Management Center
School of Education
The Ohio State University
Columbus, Ohio 43210

Since 1964 Cook has been engaged in a study of management information systems as they might be applicable to making improvements in the management of educational research and development activities. He has also conducted a series of 12 dissemination lectures on the PERT process.

CULBERTSON, Jack A.

Executive Director
The University Council for Educational Administration
29 West Woodruff Avenue
Columbus, Ohio 43210

Since 1959 Culbertson has been involved in administrative and other activities in designing, testing and distributing instructional materials for preparing educational administrators. He has also been active in task force activities designed to develop concepts to guide change, and in assisting university personnel to design changes in preparatory programs. He helped to initiate Educational Administration Abstracts and Educational Administration Quarterly. Both of these publications are designed to disseminate information pertinent to change in education. He has planned conferences and seminars for educational administrators and facilitated research activities within the context of inter-institutional cooperation.

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FATTU, N. A.

Institute of Educational Research
Room 101
School of Education
Indiana University
Bloomington, Indiana 47401

Fattu has conducted research on teacher and teaching proficiency; trouble shooting and problem solving proficiency; and educational measurement. He is presently serving as a consultant to the Southport schools in their evaluation. In this capacity he is helping them to define tasks relative to evaluation, to look at existing instruments and tests, and to collect data.

GOLDSTEIN, Leo S.

Senior Research Scientist
Institute for Developmental Studies
School of Education
New York University
Washington Square, New York 10003

From 1961 to 1963 Goldstein served as resident director of the Center for Programmed Instruction. In this capacity he conducted and evaluated research in programmed instruction methodology and techniques. Since 1963 he has been in charge of the evaluation of a longitudinal study of the effectiveness of an enriched curriculum from pre-kindergarten through the third grade for children from disadvantaged circumstances.

GORDON, Ira J.

Director, Institute for Development of Human Resources
Norman Hall
University of Florida
Gainesville, Florida 32601

Gordon experimented with new approaches to teacher education at the University of Florida from 1958 until 1964. In 1965-1966 he developed a tutoring program (using college students in the public schools), and an undergraduate program in educational research. During 1966-1967 he developed a training program for parent educators who will work in the homes of disadvantaged mothers so that they can provide stimulation for infants three to twelve months of age. He is on the advisory committee for the Bank Street College program in training auxiliaries and is a consultant to the Ford Foundation school improvement programs. He is also a consultant to the information retrieval system Education Products Exchange and is associated with the Institute for Educational Development.

PEOPLE

GOTKIN, Lassar G.

Senior Research Scientist
Institute for Developmental Studies
School of Education, New York University
Washington Square
New York, New York 10003

Much of Gotkin's activity in his present position involves working with educational innovation. Currently he is working in the area of educational technology, e.g., exploring teaching machine concepts and equipment for use with young children from disadvantaged backgrounds. He is also involved in developing structured curricula for kindergarten and pre-school age children from disadvantaged backgrounds. In this work he is concerned with attitudinal change as well as change in practices.

GREEN, Alan C.

Associate Professor of Architecture and
Director of the Center for Architectural Research
Rensselaer Polytechnic Institute
Troy, New York

Since 1960 Green has been directly involved in a series of architectural studies and experiments dealing with the design of educational facilities.

GUBA, Egon G.

Director
National Institute for the Study of Educational Change
825 East 8th Street
Bloomington, Indiana 47401

During 1965-1966 Guba was a co-investigator in the Ohio State Conference on Educational Change. In 1966 he was a consultant for the Title III Evaluation conducted by the United States Office of Education and has served as a consultant to numerous Title I and Title III projects. Presently he is the Director of the National Institute for the Study of Educational Change and is serving as a consultant to the project "Roles for Researchers." This project is an attempt to delineate emergent change agent roles. He has co-authored with David L. Clark several articles on educational change.

PEOPLE**GUMPERT, Gary**

Director, Instructional Television Development & Utilization of
Instructional Television
University of Wisconsin
3313 University Avenue
Madison, Wisconsin 53705

Gumpert serves as a principal investigator for the Research and Development Center at the University of Wisconsin. In this capacity he has been involved in the development of an experimental mobile video distribution system, a survey of closed circuit television facilities in the State of Wisconsin, and the production of experimental video tapes. He is also responsible for the development of instructional television projects at the University and serves as a television consultant to the National Association of Educational Broadcasters national project for the improvement of televised instruction. He has also served as a consultant to the Upper Mid-West Regional Educational Laboratory.

HARDENBROOK, Robert F.

Associate Director
Center for Coordinated Education
East Hall
University of California, Santa Barbara
Santa Barbara, California

Hardenbrook served as Director of Curriculum in the Office of the Santa Barbara County Superintendent of Schools. In this capacity he was concerned with planned educational improvement and the change process. In his present position he works with 23 school districts in the county to promote educational change. Currently he is concerned with administrator effectiveness, teacher growth, diagnosis of learning difficulties and synergetics.

HAVELOCK, Ronald G.

Project Director
Center for Research on Utilization of Scientific Knowledge
Institute for Social Research
University of Michigan
Ann Arbor, Michigan

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In 1965 Havelock co-authored, with Kenneth Benne, a conceptual scheme of knowledge utilization which is being used by the Cooperative Project for Educational Development (COPED) in a study of the educational change process. Presently he is preparing for COPED a taxonomy of concepts in educational change and doing a comparative survey of literature on the dissemination and utilization of scientific knowledge. The purpose of the survey is to provide a basis for guidelines for the operation of the Dissemination Branch of the United States Office of Education. He is also a consultant on knowledge utilization process to the Committee on Research Utilization of the American Educational Research Association.

HORVAT, John J.

Executive Officer

The National Institute for the Study of Educational Change

825 East 8th Street

Bloomington, Indiana 47401

From 1964 to 1966 Horvat was engaged in a media project which had as its purpose the development of new instructional materials for use at the masters or doctoral level in the preparation or in-service training of educational administrators. Since July of 1966 he has been engaged in the study of change and the change processes in education as a staff member of the National Institute for the Study of Educational Change. This organization is concerned with the study of, and conceptualization about, change.

KAUFMAN, Roger A.

Professor of Education and

Assistant Director, Institute of Instructional System

Technology and Research

Chapman College

333 North Glassell Street

Orange, California

In his capacity as Assistant Director of the Institute, Kaufman is participating in the Experienced Teacher Fellowship Program. This program emphasizes system analysis techniques and curriculum design for learner oriented educational systems. He is also participating in Operation PEP, a program in which the emphasis is on teaching and using tools so that educational

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change can be accomplished on the basis of action rather than reaction. He serves as a consultant to educational agencies in California, including ESEA Title III Centers and school districts. In this work, his emphasis has been on system analysis and system planning for improvement of educational outcomes, and on shifting orientation and planning from institutional objectives to societal objectives. He has recently participated in a training program for the ERIE Regional Educational Laboratory on Instructional System Technology.

JUNG, Charles C.

Acting Project Director
Center for Research on the Utilization of Scientific Knowledge
Institute for Social Research
University of Michigan, Box 1248
Ann Arbor, Michigan

From 1961 to 1964 Jung was involved in a community-action research project entitled the Flint Youth Study. In this study he worked with the school system and other agencies to explore and develop procedures for dealing with youth development issues. The focus of this program was on the development of a school based program for socially-emotionally handicapped children. Materials were developed for disseminating the particular change procedures which were employed in the project. From 1964 to 1966 he has collaborated on the development of packages of training and demonstration materials to disseminate these procedures. In 1965 he became associated with the Cooperative Project for Educational Development, and is studying the problems of how to conduct research and to develop instrumentation for exploring models of planned change in education.

MCCLELLAN, James Edward Jr.

Professor of Education and
Director, General Education Program for Teachers and the Department
of Educational Foundations
Room 442 Ritter Hall
College of Education
Temple University
Philadelphia, Pennsylvania

McClellan has written books and articles urging educational change and serves as a consultant to a number of conferences, commissions, committees etc. which are concerned with educational change. He is also associated with Educational Projects Incorporated which sponsors Project Upward Bound.

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MILLER, Richard I.

Director, Program on Educational Change
College of Education
University of Kentucky
Lexington, Kentucky

Miller edited, and wrote chapters in, Perspectives on Educational Change. He participated in the PEC-NEA conference on educational change and in the publication of A Multidisciplinary Focus on Educational Change. Since 1964 he has been preparing an inventory of change proneness and is presently studying the processes of change. Miller has been very active in the evaluation of ESEA Title III projects.

MOE, Edward O.

Director, Bureau of Community Development
University of Utah
P.O. Box 200
Salt Lake City, Utah 84110

Since 1964 Moe has been conducting a continuing analysis of school-community relationships in small communities. He has also been involved in the development and conduct of laboratory educational programs for educators. These workshops have used training groups and have emphasized (1) staff development, (2) initiation of change in school systems, and (3) school-community relationships and the schools as a force in community development.

RUBIN, Louis J.

Director, Coordinated Education Project
University of California
Santa Barbara, California

For the past three years Rubin has been engaged in a study of school improvement processes in a national setting. His primary interest has been in learning more about the conditions under which educational change can be effected. Currently he is exploring the use of various kinds of change agents, the conditions which produce an environment conducive to change, resistance factors in the school setting, and operational distinctions between different classes of innovations.

PEOPLE

SANDERS, Donald P.

Associate Professor in Education
Center for Human Resources Research
The Ohio State University
1775 South College Road
Columbus, Ohio 43210

From 1962 until 1964 Sanders was involved in research, consultation, and training activities related to planning education for economic and social development. He has also served as a Human Resource Development Fellow and a consultant for the Organization for Economic Cooperation and Development in Paris, France.

SIEBER, Sam D.

Research Associate
Bureau of Applied Social Research
605 West 115th Street
New York, New York 10025

During the past three years Sieber has been a member of the Committee on Research Utilization of the AERA. Recently he completed a theoretical paper on the induction of educational change. He has also investigated research and service bureaus in schools of education. He serves as a consultant for the Training Branch and the Research and Development Center Branch of the United States Office of Education.

STUFFLEBEAM, Daniel L.

Director
The Ohio State University Evaluation Center
1712 Neil Avenue
Columbus, Ohio 43210

Stufflebeam directed the Ohio Educational Innovations Survey from 1964 until 1966. This was a joint project of the State of Ohio Department of Education, the Ohio Education Association, the Ohio School Board's Association, the Ohio Association of School Administrators, and The Ohio State University. The survey studied the content and dynamics of educational change in Ohio public schools between 1958 and 1964. A catalog of educational changes in Ohio public schools was published and a second publication is presently being prepared. Presently he is engaged in a wide range of conceptual and empirical research efforts directed at studying the relationship of evaluation to educational change.

PEOPLE

TOWERS, Edward R.

Professor of Education and
Director, Industrial Arts Curriculum Project
650 North Fourth Street
Columbus, Ohio 43215

As the Director of the Project, Towers is an expeditor of change and directs research, development, dissemination, conference coordination, and field experience efforts.

WHITE, J. B.

Professor of Education and Executive Secretary of the Florida
Educational Research and Development Council
College of Education
University of Florida
Gainesville, Florida 32601

White was instrumental in organizing the Florida Educational Research and Development Council which now includes 24 county school systems. Presently he is involved in encouraging research, developing publications, developing experimentative and demonstration school systems and centers, and developing innovations to meet the needs of specific schools.

WILDER, David E.

Research Associate
Bureau of Applied Social Research
Columbia University
605 West 115th Street
New York, New York 10025

Wilder has conducted a study of community needs to aid a community oriented state college plan. He is continuing as a consultant to the project. He served as a consultant to the AERA Research Utilization Committee during 1965-66. Presently he is participating in a study of the schools of Washington, D. C.

WOLF, William C. Jr.

Coordinator, Educational Research
University of Massachusetts
and
Director, Research Operations
Institute for the Development of Educational Activities
Charles F. Kettering Foundation
950 North Pleasant Street
Amherst, Massachusetts 01002

PEOPLE

Wolf is Co-director of a project to study specific dimensions of the educational diffusion network, and director of a research demonstration program for the Cooperative Research Program of the United States Office of Education.

Education - Colleges and Universities (Research and Development Centers)

KLAUSMEIER, Herbert J.

Co-Director

Research and Development Center - University of Wisconsin

1404 Regent Street

Madison, Wisconsin 53706

Since 1955 Klausmeier has worked with several Wisconsin school systems to develop and evaluate programs for gifted students. Presently he is the Co-director for research at the Research and Development Center for Cognitive Learning. In this capacity he works with school systems to develop and evaluate exemplary instructional programs.

KREITLOW, Burton W.

Professor

Research and Development Center - University of Wisconsin

1404 Regent Street

Madison, Wisconsin 53706

Kreitlow has been engaged in research and development activities related to school district organizations for twenty years. He has done studies of the acceptance of change in rural communities and has developed a model to describe the cycle of the social process. He is presently engaged in a study of models for effecting planned educational changes.

MINER, John B.

Research Associate

Center for Advanced Study of Educational Administration

University of Oregon

Eugene, Oregon

Miner's major research interest is the comparative analysis of business and educational organizations, and includes an interest in organizational change. He is presently engaged in a study of the personality characteristics of school administrators in which he is attempting to predict creativity and the tendency to innovate as manifested in the administrative process.

WESTLEY, Bruch H.

Professor of Journalism and Principal Investigator for Media
Research in the Research and Development Center - University
of Wisconsin
School of Journalism
University of Wisconsin
Madison, Wisconsin 53706

As a research assistant at the University of Michigan Westley participated in the Development of the change theory which resulted in the book The Dynamics of Planned Change. His present focus is on information processing in the multi-channel media. He was also a participant in the University of Wisconsin faculty seminar on education for professors. This seminar had as a major concern the problems of changing emphasis in professional education.

Education - Corporations

COULSON, John E.

Associate Head
Education and Training Staff
Systems Development Corporation
2500 Colorado Avenue
Santa Monica, California

From 1958 to the present Coulson participated in the research projects "Use of Exploratory Research and Individual Tutoring Techniques for the Development of Programming Methods and Theory" and "Non-Program Variables in the Application of Programmed Instruction." Both of these projects were designed to promote educational change. He is presently engaged in the development of a computer-aided system for teaching certain statistics skills at the college level and in the development and implementation of an instructional management system to help elementary school staff members monitor individual learning progress and manage the instructional processes.

FILEP, Robert T.

Human Factors Scientist
Systems Development Corporation
2500 Colorado Avenue
Santa Monica, California 90406

Prior to 1965 Filep served as secretary of the Center for Programmed Instruction. In this capacity he studied student interactions with programmed instruction and conducted institutes in programmed instruction. Since 1965 he has conducted a feasibility study for a computer-based instructional system for in-service teacher training in the biological sciences, and

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directed a writing conference to develop biology sequences for adaptation to audio-visual computer-based instruction. Presently he is co-director of a study to identify potential areas for computer-assisted learning in Navy Education and Training Programs. He has written programmed materials, authored articles, and is editor of Perspectives in Programming.

O'TOOLE, John F. Jr.

Manager, Education Systems, Advanced Systems Division
System Development Corporation
2500 Colorado Avenue
Santa Monica, California 90406

Since 1959 O'Toole has supervised and participated in a wide range of contract activities related to the process of educational change in schools and colleges. Specifically, these efforts have involved the design, development, and implementation of improved instructional, administrative, and educational data processing systems for schools, colleges, universities, state and federal agencies, and military institutions with educational and training responsibilities.

RICHLAND, Malcolm

Human Factors Scientist
System Development Corporation
2500 Colorado Avenue
Santa Monica, California 90406

During 1964-65 Richland was the project director of the Traveling Seminar and Conference for the Implementation of Educational Innovations. The purpose of the project was to test the field service concept of dissemination of innovational practices in education, and to identify variables involved in the acceptance or rejection of change. Recommendations were developed concerning steps to close the gap between new discoveries and implementation in education. Presently he is Project Director of "A Study of Potential Utilization of Retiring Military Personnel in Vocational and Technical Education Programs." The purpose of this study is to identify the size of the retiree population that might be used in vocational and technical education.

PEOPLE

ROSOVE, Perry E.

Human Factors Scientist
Education Systems Projects
Systems Development Corporation
2500 Colorado Avenue
Santa Monica, California 90406

Rosove is generally concerned with the manner in which new teachers and other support personnel can be found to meet the shortage of teachers in vocational education programs. Presently he is involved in the study on matching military retirees with technical backgrounds to job vacancies in vocational education.

SHETTEL, Harris H.

American Institutes for Research
135 North Bellefield Avenue
Pittsburgh, Pennsylvania 15213

Shettel has been active in the area of programmed instruction for eight years. Presently he is a consultant to the Pittsburgh Board of Education in the area of computer directed or assisted instruction.

SILBERMAN, Harry F.

Head Education and Training Staff
System Development Corporation
2500 Colorado Avenue
Santa Monica, California

Since December of 1957 Silberman has been involved in a program of research and development on the design of improved instructional systems by use of computer application.

Education - Elementary and Secondary (Administration)

CARSWELL, Evelyn M. (Mrs.)

Principal, Lulu Walker School
1750 Roller Coaster Road
Tucson, Arizona 85705

Mailing address: 125 E. Prince Road
Tucson, Arizona 85705

PEOPLE

In 1962 Mrs. Carswell was associated with the study committee "School University Relationships for Improved Programs." This committee developed a rationale for innovative schools. Since 1963 she has served as principal of an innovative school. During 1964 to 1966 she was a consultant for Patagonia and Casa Grande Pre-School Conferences, Casa Grande Instructional Conference, First Year Principals' Conference at Arizona State University, and a Title III Project at Monterey, California. Presently she is completing a dissertation on "A Study of Trends in Innovative Changes in the Arizona Elementary Schools since 1960." She has published several articles and book chapters.

CHADWICK, Ruth E.

Principal
Horace Mann School
687 Watertown Street
Newtonville, Massachusetts

Since 1959 Chadwick has been engaged in developing a non-graded continuous progress plan of school operation. She started with this program at the Hamilton School in Newton Lower Falls, Massachusetts in 1962 and transferred it to the Horace Mann School in 1965. She is co-author of a chapter in Perspectives on Educational Change.

GARRISON, Martin B.

Superintendent of Schools
School District of University City
640 Harvard Avenue
University City, Missouri 63130

During 1964-1966 Garrison was engaged in a comprehensive project for school improvement which was funded by the Ford Foundation. Presently he is Chairman of Innovation and Diffusion Program Committee of the Central Mid-Western Regional Educational Laboratory.

HAYES, Paul C.

Superintendent, Southwestern City Schools
3708 South Broadway
Grove City, Ohio 43123

PEOPLE

Presently Hayes is involved in three projects under Title III. These include (1) the development of a model multi-facet, interdisciplinary approach to reading, and the dissemination of information concerning behavioral change that has occurred using this approach, (2) a cooperative project with The Ohio State University concerned with planning and demonstrating ways and means to incorporate an innovational and development into the total school program, and (3) the development and implementation of a teen tutorial program that will bring behavioral changes to the teen tutor as they interact with the student being tutored.

JESTER, James F.

Principal
Hanley Junior High School
951 North Hanley Road
University City, Missouri 63130

Jester has done a study of the effects of team teaching on scholastic achievement of eighth graders in the social studies and language arts. He has also served as a consultant to school districts, presented a paper on changing a junior high school organization, and addressed a state meeting of principals on innovation in education. He is presently a principal of a school which is experimenting with an innovative, cross-discipline, team teaching project among seventh graders. This program will soon be expanded to include eighth and ninth graders.

LESSINGER, Leon M.

Superintendent of Schools
San Mateo Union High School District
650 North Delaware Street
San Mateo, California 94401

Since 1964 Lessinger has been engaged in developing a comprehensive school district with a zero-reject tradition. The major components for change were developed by 1966 and the major changes are to be projected over the future years.

PATTYSON, Jack W.

Principal
Plaza School
West Seaman Avenue
Baldwin, New York 11510

PEOPLE

In 1960 Pattyson was chairman of a summer evaluation work team which studied educational television and team teaching, and revised a senior high school English curriculum guide. From 1961 to 1966 he served as principal of the team teaching program at Baldwin Summer Elementary School. This was the first such project in New York State for elementary school under-achievers. During 1964-65 he was a member of the Ebasco Research Committee for the improvement of administrative and supervisory practices. Presently he is the coordinator of all special reading teachers and is doing research for improvement of reading instruction. He is also the instructor in an in-service course for supervising student teachers.

PERKINS, William D.

Principal, Bowman School
Lexington Public Schools
Lexington, Massachusetts

In conjunction with Dr. John T. Conover of the University of Rhode Island Graduate School of Oceanography, Perkins has been working directly with schools, school systems, and individuals in Rhode Island and Massachusetts in producing and studying the processes of change in teaching science at all levels. Particular attention has been given to resistance to change.

RADCLIFFE, Ruth

Northside Elementary School
College Street
Shelbyville, Kentucky 40065

Radcliffe was the principal of two elementary schools, one of which was all Negro. In 1966 this school was absorbed into the community's two elementary schools and one junior high school. She has also had experience as an expeditor of curriculum and organizational change.

TAYLOR, Jack P.

Superintendent of Schools
126 East Church Street
Offices of the Board of Education
Xenia, Ohio 45385

PEOPLE

In his position as Superintendent, Taylor has been involved, during the past two years, in the development of an exemplary center for elementary education. The project is called the Xenia Center for Educational Programming. The Center became operational in 1966 and involves a dissemination procedure that serves the entire Xenia school system and the neighboring area.

THOMAS, David N.
Principal
Brittany Junior High School
8125 Groby Road
University City, Missouri 63130

After a two year residence program at Harvard University, Thomas is writing a thesis entitled "The Management of the Change Process by a Secondary School Principal." The study is a description of the considerations and actions which he has taken to promote an ungraded program in a team organization.

WRIGHTSTONE, J. Wayne
Assistant Superintendent
Board of Education of the City of New York
110 Livingston Street
Brooklyn, New York 11201

Wrightstone has completed a study entitled "Stimulation of Educational Undertakings." In his present capacity as Assistant Superintendent, he is concerned with educational innovations and experiments. He is engaged in developing community services in predominantly Negro schools.

Education - Elementary and Secondary (Curriculum and Research)

FREUDENTHAL, Daniel K.
Coordinator of Research and Publications
Berkeley Unified School District
1414 Walnut Street
Berkeley, California 94709

PEOPLE

Freudenthal has recently developed a planning proposal for a project to create a system of educational parks in Berkeley, California. He has also developed an evaluation program in connection with racial desegregation of the Berkeley junior high schools, and a research, evaluation and development project to facilitate and coordinate educational change. During the summer of 1966 he served as a consultant in the development of an action program to desegregate the Detroit metropolitan area schools, and is currently developing plans for the complete desegregation of the public schools in Berkeley.

GALLINA, Henry P.

Curriculum Coordinator
Lompoc Unified School District
Office of the Superintendent
Post Office Box H
Lompoc, California

Since 1964 Gallina has been engaged in evaluating and analyzing innovations which have been developed elsewhere. He then develops strategies for the installation of the innovation in the school district with which he is associated. Following installation he develops strategies to institutionalize the innovation.

GLINES, Don E.

Consultant for Innovation
University City Schools
640 Harvard Avenue
University City, Missouri 63130

In his present position Glines is a full time "change agent" and his responsibilities are to speed up the process of change in the school district. He has also given numerous speeches and served as a consultant in the area of educational change.

LEWIS, Phillip

Director, Bureau of Research, Development and Special Projects
Chicago Public Schools
228 North LaSalle Street
Chicago, Illinois

PEOPLE

Lewis serves as a consultant on designs for the use of new instructional technology, planning of facilities for libraries, and media and communication centers. He also is a lecturer to administrators and others interested in this field.

NELSON, Willard H.

Director of Research
Board of Public Instruction
401 Southeast Second Street
Fort Lauderdale, Florida 33301

Nelson has served as director of a doctoral training program in school psychology and as a consultant stressing carefully planned and evaluated change. He has also published fifteen research articles and has delivered papers at several conventions. In his present position he is conducting basic and applied research in the study of educational change. Currently he is investigating the effects on learning of the congruence between patterns of abilities of learners and patterns of abilities demanded by instructional materials. He has participated and held office in state, regional and national groups concerned with modification of the educational processes.

UNRUH, Glenys G. (Mrs.)

Assistant to the Superintendent for Curriculum and Instruction
School District of University City
640 Harvard Avenue
University City, Missouri 63130

From 1963 to 1966 Unruh was Director of a Ford Foundation funded project for comprehensive school improvement in the School District of University City. Since 1965 she has served as the Chairman of the Commission on Current Curriculum Developments of the Association for Supervision and Curriculum Development. Presently she is the Coordinator of all federal projects in the University City School District.

Education - Foundations

BUSHNELL, Don D.

Vice President and Director of Research and Development
Brooks Foundation
2020 Alameda Padre Serra
Santa Barbara, California

PEOPLE

Bushnell was the principle investigator for a Traveling Seminar Project, and participated in the "Computer in American Education" conference held at Stanford University. He has been engaged in a follow-up study on the Traveling Seminar Project, a systems study in Philadelphia, and research on the National Teachers Corps. He has also prepared monographs, President's Commission reports, and a curriculum evaluation study report.

GORES, Harold B.

President
Educational Facilities Laboratories, Inc.
447 Madison Avenue
New York, New York 10022

Gores has served on President Johnson's Task Force on Education, a special committee to evaluate Title III, and a special committee on Title VI, the Higher Education Facilities Act. Presently he directs the expenditure of several million dollars annually to improve educational facilities.

HUNT, Ronald L.

Vice President
Brooks Foundation
2020 Alameda Padre Serra
Santa Barbara, California

From 1959 until 1965 Hunt served as the director of a Community Educational Resources Project in San Diego, California. This project was designed to up-date the science curriculum. During 1966 and 1967 he has served as Executive Secretary of the State Committee on Public Education for the California State School Board. In this capacity he is concerned with determining the five, ten, and fifteen year forecasts for the state in order to determine needs and opportunities in education. He is also associated with the Brooks Foundation in research and administrative capacities, and is a consultant to the California State Department.

Education - Federal Government

BEACH, Fred F.

United States Office of Education
400 Maryland Avenue S. E.
Washington D.C. 20202

PEOPLE

For a number of years Beach has been responsible for studies and inquiries in the field of educational administration. Presently he holds responsibilities involving research in State Departments of Education, and in the new innovative program called "The Office of Education Cooperative Career Development Project with State Universities."

BURCHINAL, Lee B.

Director, Division of Research Training and Dissemination
United States Office of Education
400 Maryland Avenue, S. W.
Washington D. C. 20202

In his present position with the United States Office of Education Burchinal is involved with numerous activities related to research on dissemination and the utilization of research findings. He is also involved in the development of programs to encourage the use of research knowledge.

CLEMENS, Thomas D.

Assistant Director
Division of Research Training and Dissemination
United States Office of Education
Washington D. C. 20202

For more than six years Clemens has been involved in planning and administering governmental extramural programs for the diffusion of educational innovations. This work has involved review and monitoring of projects for dissemination, demonstration, and research in the diffusion process. Presently he is responsible for program planning and administration of research utilization activities in the Bureau of Research.

HASWELL, Harold A.

Chief, Educational Research Information Center
United States Office of Education
400 Maryland Avenue, S. W.
Room 30069
Washington D. C. 20202

Previously Haswell served as the Director of Higher Education Programs Branch of the United States Office of Education. Presently he is the Director of ERIC which is committed to a program of documenting and distributing information about research and research-related literature.

PEOPLE

HEARN, Norman E.

Chief, Program Development and Dissemination Branch
United States Office of Education
Room 22093
400 Maryland Avenue, S. W.
Washington D. C.

Hearn helped to develop the strategy and basic policy direction of Title III of the Elementary and Secondary Education Act. He also organized "Idea Seminars" to assist local schools to understand the process of moving research into operation. He is a participant in numerous national meetings on educational change and is responsible for the publication of PACE Setters and other efforts to disseminate information about Title III projects.

MCPHERSON, J. J.

Director, Demonstration Center
United States Office of Education
Washington D. C. 20202

During most of his career in education McPherson has been concerned with the problem of securing changes in teaching methods. His efforts have emphasized in-service teacher education in uses of new educational media and training pre-service teachers to use methods which were not used when they were students in the public schools. Presently he is responsible for design and administration of a program for dissemination of live and packaged demonstrations and information reports relating to promising new developments in educational methods, materials, facilities, and organization.

ROBERTS, Charles T.

Chief, Higher and Adult Education Field Branch
United States Office of Education
400 Maryland Avenue S. W.
Washington D. C. 20202

Roberts was formerly engaged in the Associated Public Schools Systems which was developed to provide a channel for pooling and sharing new ideas in order to influence change. Presently he is engaged in developing data systems for Higher Education management.

PEOPLEEducation - State Government

EDLING, Jack V.

Director, Teaching Research Division
Oregon State System of Higher Education
Monmouth, Oregon

Edling is engaged in research relating to the use and effectiveness of audio-visual teaching materials and the use of education media designed to modify attitudes. He is currently planning a series of short term workshops in the field of educational media for directors of Title XI Institutes.

HAYES, Robert B.

Director of Research
Department of Public Instruction
Box 911
Harrisburg, Pennsylvania

Hayes has been engaged in planning and conducting research in public schools in order to improve teaching and learning. He is presently directing two studies. One, "Factors Affecting Learning to Read" and the second, "Effects of Student Reactions to Teaching Methods."

HUGHES, Herbert H.

Director, State of New Mexico Educational Research Committee
Suite 206
219 Shelby Street
Sante Fe, New Mexico 87501

Hughes has served as a consultant with a number of projects which have had as their prime purpose change in the schools. The Western States Small Schools Project was one of these. Prior to his present position he helped formulate, and then directed, a doctoral program in educational research which strongly emphasized the change processes. In his present position he is trying to effect change from the state level. He is also a member of the advisory committee to the Innovation-Dissemination Division of I/D/E/A.

JOHNSON, Donald W.

Director, Program Planning and Development
California State Department of Education
721 Capitol Mall
Sacramento, California 95814

PEOPLE

From 1962 to 1965 Johnson was a Consultant, Educational Research and Communication, Bureau of National Defense Education Act Administration, California State Department of Education. In this capacity he served as an administrator for Title III funds for the support of various educational innovations, most of which related to the field of science. During 1965 he conducted research on the effect of radiation sciences on the science programs in the California schools. This study was funded by the Atomic Energy Commission and the National Science Foundation. He has recently completed a study entitled "A Field Test of Three Methods of Spanish Instruction in Grade 6" which involved reconstruction of criterion reference examination for three separate courses of study. Currently he is engaged in the administration of Title III of the Elementary and Secondary Education Act. He is also responsible for state coordination of activities financed under Title IV as well as the development of proposals for the strengthening of the State Department of Education under Title V.

KURLAND, Norman D.

Director, Center on Innovation in Education
The University of the State of New York
The State Education Department
Albany, New York 12224

None listed except connection with the Center which has the promotion of educational change as its central concern.

TAYLOR, Alton L.

Supervisor of Research
Division of Educational Research
State Department of Education
Richmond, Virginia 23216

Through his present position Taylor is planning, coordinating and supervising research programs and studies in the local schools. His efforts often result in the adoption of new teaching methods and procedures. He also encourages the use of new and different approaches to resolving educational problems at the state level. His primary interests lie in the area of improving curriculum and instruction.

PEOPLEEducation - Other

BAY, Duane L.

Director, S.P.A.C.E. Supplementary Education Center
1110 North Tenth Street
San Jose, California 95112

Bay is actively involved in developing change strategies and in working with laymen and professional educators in an attempt to develop new educational programs.

HOLDEN, A. John Jr.

Director, Development Project
Institute for Educational Innovation
55 Chapel Street
Newton, Massachusetts 92158

Holden has served as a teacher, a Superintendent of Schools, a State Commissioner of Education, and is presently directing the development project for the Institute for Educational Innovation.

KENDRICK, William M.

Director, Supplementary Education Center, San Diego County
6401 Linda Vista Road
San Diego, California 92110

Since 1964 Kendrick has served as director and principle investigator of two studies, the "Comparative Study of Two First Grade Language Arts Programs" and the "Effectiveness of a Second Grade Language Arts Program." Both of these studies are sponsored by the United States Office of Education and are part of a national focus on reading and language instruction in the primary grades. He is also the director of a center which is a regional planning and evaluation agency. Presently the center is assessing unmet student needs and developing innovative and exemplary programs which can be demonstrated as solution methods. He has served as a consultant to numerous school districts in the development of new programs in reading and language arts.

NEFF, Franklin W.

Evaluation Specialist
Mid-Continent Regional Educational Laboratory
104 East Independence Avenue
Kansas City, Missouri 64106

PEOPLE

Neff's present responsibilities include helping to determine the impact which the Regional Educational Laboratory has in bringing about change in education in the region it serves.

WIGDERSON, Harry I.
202 County Civic Center
Visalia, California 93277

Wigderon serves as a dissemination agent in that he attempts to make available to the public schools of the county research that will have an effect upon instructional programs. He is also a participant in the Preparing Educational Planners program. This program is designed to prepare a task force of educational planners in the State of California who will be able to, through the use of system analysis, recommend solutions to educational problems and to design means of implementing these suggestions.

International Development

ADAMS, Donald
118 Clarendon
Syracuse University
Syracuse, New York

During 1965-1966 Adams served as director of a research project supported by the Agency for International Development. The purpose of the project was to devise better measures of aggregate educational output in order that national education systems could be better studied within the process of social change. Currently he is involved in theoretical study of macro-educational change as a part of social differentiation. This study is utilizing the social theories of Talcott Parsons and is directed at analyzing the way in which educational institutions assume more specialized functions.

ANDERSON, C. Arnold
Professor, Education and Sociology
Director, Comparative Education Center
University of Chicago
5835 Kimbark Avenue
Chicago, Illinois

Anderson serves as a consultant for the World Bank, UNESCO, and the Agency for International Development. He is also Editor of the American Journal of Sociology and has written articles condensing research results on education and development.

PEOPLE

BRAMELD, Theodore
School of Education
Boston University
Boston, Massachusetts

Brameld has been directly involved in research in planned change through education in Puerto Rico and Japan. He has also been involved in various projects in the United States. He has been directly involved in planned change as a staff member in two human relations centers. He has published Minority Problems in the Public Schools and is presently writing a book on Japanese Culture and Education.

DEWITT, Nicholas
Director
International Survey of Educational Development Project
Ballantine 465
Indiana University
Bloomington, Indiana 47401

DeWitt has done extensive research and writing on inducing educational change. He has published 60 articles and two books which analyzed problems of educational development in the Union of Soviet Socialist Republics and communist bloc countries. Since 1962 he has been interested in educational development and planning overseas. This work has involved reviewing or preparing policy documents and plans for educational change in European countries, Pakistan, India, Thailand, Taiwan and other foreign nations.

HERZOG, William A. Jr.
Country Leader, Brazil
Michigan State University AID Diffusion Project
% American Consulate
Belo Horizonte USAID
APO New York, New York 09676

Herzog has researched communication factors involved in introducing agricultural technology in developing countries. One of the specific factors assessed experimentally was the effect of literacy on changing attitudes toward modernization and adoption of new ideas and practices. He is a member of the Department of Communications at Michigan State University.

PEOPLE

STONE, Walter C.

Director of University Libraries
University of Pittsburgh
416 Cathedral of Learning
Pittsburgh, Pennsylvania 15213

Stone has been engaged in surveys, consultation, and the planning of studies relating to the development of improved publication and library services in developing countries. During 1966 and 1967 he was involved in Developmental Book Activity and Needs surveys in the Republic of Korea, the Republic of Vietnam, the Philippines and in Thailand. He has also been involved in the development of new methods and materials for improvement of vocational guidance and the automation of library routines and procedures.

Political Science

BOOTH, David A.

Associate Professor, Political Science
University of Kentucky
Lexington, Kentucky 40506

Booth is engaged in a long range study which is attempting to relate informal community influence to changes in educational structure.

FLESCHE, Donald C.

Assistant Professor
Department of Political Science
Kalamazoo College
Kalamazoo, Michigan

Flesche was a research assistant on a Carnegie Research Project on State Government and Public Schools conducted at Washington University from 1960 to 1962. He has completed a study entitled "The Illinois School Problems Commission: Its Role in the State Decision-Making Process" and authored a chapter in Innovation in Education.

MASTERS, Nicholas A.

Professor of Political Science
Department of Political Science
The Pennsylvania State University
University Park, Pennsylvania 16802

PEOPLE

Masters studied the education of American teachers and the shaping of educational policy in conjunction with James B. Conant from 1962 to 1964. Presently he is associated with United States Congress serving as a research consultant on the House side.

Psychology

BARLOW, John A.
Professor, Department of Psychology
Hope College
Holland, Michigan 49423

From 1959 to 1961 Barlow was the Coordinator and Research Director of the Earlham College Student Self-Instruction Project. He has served as a consultant on problems of programmed and automated instruction and as a Fulbright lecturer.

BARRY, John R.
Professor of Psychology
Meigs Hall
University of Georgia
Athens, Georgia 30601

From 1961 to 1966 Barry was the director of the Regional Research Institute at the University of Florida. One of the purposes of the Institute was planned change in rehabilitation and rehabilitation education. Since 1966 he has been a Professor of Psychology and Research Consultant to the State Division of Vocational Rehabilitation. He is planning a national seminar on Dissemination and Utilization of Rehabilitation Research Information.

BIDDLE, Bruce J.
Professor and Director
Center for Research in Social Behavior
University of Missouri
Columbia, Missouri

Biddle has conducted investigations of classroom interaction using videotape recordings and the detailed encoding of activities, acts, and language of classroom participants. He is co-editor with P. H. Rossie of The New Media: Their Impact on Education and Society.

PEOPLE

CAPLAN, Nathan

Research Center for Group Dynamics
University of Michigan
Ann Arbor, Michigan

Caplan's main interest is not simply educational change but the broad area of socialization which includes educational adjustment. His primary interests are resocialization among urban youth and the problems in measuring change behavior. He has spent the last four years studying and researching behavior change models and their varying degrees of effectiveness.

DEUTSCH, Martin

Director, Institute for Developmental Studies
New York University
School of Education
Washington Square, New York, New York 10003

As director of the Institute, Deutsch is involved in many studies concerned with various aspects of the educational process including the development of pre-school, early childhood, and primary curriculum for culturally and economically deprived children and the study of language development.

FRENCH, John R. P. Jr.

Institute for Social Research
University of Michigan
Ann Arbor, Michigan

French has been engaged in social psychological research on human relations training for adults. He is presently engaged in research on the re-education of the culturally deprived and the retraining of the unemployed.

HEATH, Douglas

Professor of Psychology
Haverford College
Haverford, Pennsylvania

PEOPLE

Heath is presently completing a book about how students change in college and the determinants of that change. The book is based on a number of studies, and data ranging, in time, back to students entering colleges in 1944 to the present. The purpose of the book is to test the generality of a theory of maturing, which was reported earlier in his book Explorations of Maturity, in order to determine whether it provides an adequate model for describing as well as predicting the types of personality changes that students undergo. He has also been involved in a great deal of public speaking, and working with faculty at the secondary and collegiate level to communicate and advise on school organization particularly as it is related to non-academic problems.

KLEIN, Donald C.

Director, Human Relations Center
Associate Professor of Psychology
Boston University
270 Bay State Road
Boston, Massachusetts

From 1953 to 1962 Klein was a mental health consultant and coordinator of a collaborative program between a mental health center and the public schools of Wellesley and Weston, Massachusetts. This included curriculum and administrative matters as well as mental health concerns with the pupils. He has served as a consultant to Lesley College on problems and processes of organizational change. This included such areas as use of residence hall settings as opportunities for informal education and the development of more effective communication and collaboration between college faculty and the staff members of three laboratory schools. Presently he is a staff member of the inter-university Cooperative Project for Educational Development and is working with a team in the Quincy, Massachusetts public schools.

OPOCHINSKY, Seymour

Professor, Department of Psychology
University of Denver
Denver, Colorado

PEOPLE

OPOCHINSKY has served as a consultant to a number of school systems on Title I and Title II programs. This has included developing special classes for the "educationally retarded" and consultation on individual problem children. He has also worked closely with school systems on the development of child development centers. Presently he is a consultant to a number of school systems on the development of special programs for the culturally, educationally, emotionally, perceptually and neurologically handicapped and on the education and management of individuals having these problems. He is associated with the Midwestern Colorado Mental Health Clinic and the Federal Youth Center in Colorado.

PERLOE, Sidney

Associate Professor
Department of Psychology
Haverford College
Haverford, Pennsylvania 19401

Perloe's concern is with attitude change in college. He is presently working on a pilot project in this area and hopes to do additional work in the future. He is particularly interested in attitudes toward identification with groups and toward social welfare obligations. He hopes to study changes in these general attitudes in college students as a function of aspects of the social structures of the colleges at which the student studies.

SCHMUCK, Richard A.

Associate Professor of Group Processes
Department of Educational Psychology
College of Education
Temple University
Philadelphia, Pennsylvania 19122

Schmuck is interested in the application of social psychology to educational change, changing teacher classroom behavior, and changing the principal's role behavior to facilitate diffusion of classroom teaching innovations. Since 1959 he has been engaged in training teachers, counselors, principals, resource teachers and chief school administrators in the role of change agent. He is associated with the National Training Laboratories and with the Group Dynamics Center of Temple University.

TRAVERS, Robert M. W.

Western Michigan University
Kalamazoo, Michigan 49001

PEOPLE

Travers is engaged in long-term basic educational research as a writer, observer, and commentator.

Rural Sociology

ALEXANDER, Frank D.
Professor
436 Warren Hall
Cornell University
Ithica, New York

Alexander is in charge of the Office of Extension Studies. In this capacity he does evaluation studies, program planning studies, and organization studies relating to cooperative extension in New York State. He is engaged in a study to identify job competencies needed by cooperative extension educators by means of a critical incident technique.

BROWN, Emory J.
Professor of Rural Sociology and Extension Research
204 Weaver Hall
The Pennsylvania State University
University Park, Pennsylvania 16802

Since 1951 Brown has continuously conducted research on problems related to adult education. Presently he is in charge of educational research related to the Cooperative Extension Service at Pennsylvania State University, and of an interdisciplinary committee offering a Masters degree in Adult Education. He is engaged in a five year project to investigate the impact of demonstration in Adult Education and serves as a consultant on the process of educational change.

FLIEGEL, Frederick C.
Associate Professor of Rural Sociology
205 Weaver Building
The Pennsylvania State University
University Park, Pennsylvania 16802

Fliegel has conducted research studies in farm practice adoption in the United States, Brazil, and India. He is also associated with the National Institute of Community Development in India.

PEOPLE

HOBBS, Daryl

Associate Professor Rural Sociology
105 Sociology Building
University of Missouri
Columbia, Missouri

Hobbs has conducted research on factors related to educational quality and is presently doing research on institutional change at the community level. He has served as a consultant on several programs and conferences regarding educational change.

Sociology

BARTON, Allen H.

Director, Bureau of Applied Social Research
Columbia University
605 West 115th Street
New York, New York 10025

Since 1960 Barton has served as director of a study of the impact of educational research on practices in the teaching of reading. He is also a consultant on studies of the organization of educational research of school-community relations and of college characteristics.

BEN-DAVID, Joseph

Associate Professor of Sociology
Department of Sociology
Hebrew University
Jerusalem, Israel

During the past five years Ben-David has been teaching courses and seminars in the "sociology of science and higher education" where the problem of educational change and variation has been treated at length. He has studied the development of modern universities and the determinants of this development in several different countries. He is presently conducting, jointly with Dr. Chaim Addler, a study of mobility and career aspirations of high school students in Israel--comparing present day students with alumni of the same institutions who had been studied 10 years ago.

BIDWELL, Charles E.

Midwest Administration Center
5835 Kimbark Avenue
Chicago, Illinois 60637

PEOPLE

pidwell holds a general interest in social change and education, and in the place of the school and schooling in processes of national development. Presently he is studying the political forces affecting the issues, religious content, and control of common education in New York and Massachusetts from 1830 to 1845.

BOSKOFF, Alvin
Professor of Sociology
103 History Building Department of Sociology
Emory University
Atlanta, Georgia 30322

poskoff is presently engaged in a project funded by the Agency for International Development which is seeking to measure the social and economic effects of educational innovation in underdeveloped countries.

CAMPBELL, Rex R.
Associate Professor
104 Sociology Building
University of Missouri
Columbia, Missouri 65202

Campbell recently made a study of the changes in numbers of Negro teachers and students in the various primary and secondary school systems of the state of Missouri. The purpose of the study was to ascertain and describe the changes in the integration of students and teachers in Missouri schools and to elicit reasons perceived by the school administration for the changes. These variables were then related to various ecological and social-economic characteristics of the school system.

CLARK, Burton R.
Professor
Department of Sociology
Yale University
New Haven, Connecticut

Clark's primary interest has been organizational analysis within education. He has written and conducted research in this area and served as a consultant to colleges.

PEOPLE

COLEMAN, A. Lee

Professor of Sociology and Rural Sociology
University of Kentucky
Lexington, Kentucky 40506

Coleman has conducted research on school desegregation since 1954. Presently he is writing a paper on "Race Relations and Developmental Change." He is associated with the Center for Development Change at the University of Kentucky.

COLVARD, Richard

Associate Professor
Department of Sociology
State University of New York
Buffalo, New York 14214

Colvard has done a sociological study of the political-professional aspects of initiation and revision of the Arkansas Experiment in Teacher Education. This was a state-wide effort involving fifteen colleges and universities and was sponsored by a private foundation. He has published articles on this project and wrote his dissertation from it.

CRAWFORD, Fred R.

Professor of Sociology and
Director, Center for Research in Social Change
Emory University
Atlanta, Georgia 30322

Crawford has been interested in the mental health problems of public school students. He has recently been the principal investigator of the Evaluation of the War on Poverty's impact on the poor of Atlanta, Georgia.

DEAN, Alfred

Associate Professor and Chairman
Department of Sociology
State University College
Fredonia, New York

PEOPLE

Dean has been involved in a number of studies which involve an examination of change in social systems. These include diffusion and adoption studies in rural sociology, a study of the relationship between the cultural meaning of the heart attack and invalidism which includes a focus on the importance of the physician as a defining agent in a family in crisis and change, a study which shows how an experimental nursing venture relates to certain prevailing concepts in contemporary nursing education, and a study of the impact of chronic illness in the family which involves certain concepts of the role of the physician and his education. He has also served as an instructor in Behavioral Science in Medicine programs at Duke University School of Medicine.

DODD, Stuart

Research Professor of Sociology
299 Guthrie Hall
University of Washington
Seattle, Washington

Dodd was the Director of the Social Science Research Section at American University of Beirut from 1927 to 1947. During this time he published 20 monographs on social change in the economic, political, hygienic, educational and other aspects of Arab cultures. He has organized and developed normal schools for several nations and based his book Social Relations in the Middle East on modernizing one's own nation with the use of leadership laboratories and face-to-face groups. He has developed and published scales for measuring (a) fitness of a dependency for self-government (b) the Aims of a nation (Aimscales) and (c) effectiveness of Social Science Research (Scient-scales). He is associated with the Institute for Sociological Research at the University of Washington.

HERRIOTT, Robert E.

Associate Professor of Sociology and Research Associate
in the Institute of Human Learning
403 Education
Florida State University
Tallahassee, Florida 32306

PEOPLE

From 1959 to 1964 Herriott conducted research on the leadership efforts of school principals. This work was published, with Neal Gross, in Staff Leadership In Public Schools: A Sociological Inquiry. From 1963 to 1966 he conducted research on the impact of the social class composition of schools on teachers and principals. This was published with Nancy St. John in Social Class and the Urban School: The Impact of Pupil Background on Teachers and Principals. He is currently conducting research on the productivity of elementary and secondary schools.

HILL, Richard J.

Professor
Institute for the Study of Social Change
Department of Sociology
Purdue University
Lafayette, Indiana 47907

Hill has completed two evaluative studies of adult education programs and has been involved in a third project which is concerned with developing programs of parental education. He is presently engaged in research dealing with the education of lower class students in rapidly changing urban areas and a study of social change including the impact of general societal change on the educational institutions.

INKELES, Alex

Professor of Sociology
1430 William James Hall
Harvard University
Cambridge, Massachusetts 01238

Inkeles is presently directing cross national research in six countries to study effects of schooling, urban life, and industrial work along with other variables on attitudes, values and behavior of the worker and cultivator of the land. Focus is on the forces making for attitude change in the direction of modernization.

LIONBERGER, Herbert F.

Professor of Sociology
University of Missouri
Columbia, Missouri

PEOPLE

Lionberger's specialty is diffusion research with an emphasis on communications. He has published papers on the application of diffusion research in agriculture and in education. He has served as a communication research consultant for the Ford Foundation in India.

MEADOWS, Paul

Professor and Chairman Department of Sociology
305 Maxwell Hall
Syracuse University
Syracuse, New York

He is editor of The Development Theme which is being published by the Syracuse University Press, and co-editor of "Cities: A Cross-Cultural Reader in Urban Sociology" which is to be published in Movements: Readings in Collective Behavior. He has evaluated the Episcopal Church's Joint Urban Program and has lectured at a conference held by the American Baptist Association.

MCGEE, Reece

Sociology Department
Purdue University
Lafayette, Indiana 47907

McGee has specialized in research on higher education and has emphasized particularly the matters of faculty personnel and organizational structure. He is presently studying the demand for faculty of liberal arts colleges. He also serves as a consultant to the Southern Regional Education Board.

MOORE, Wilbert E.

Sociologist
Russell Sage Foundation
230 Park Avenue
New York, New York 10017

Moore has written extensively in the field of social change and is currently writing a book on the professions in modern society. Changes in educational qualifications are intrinsic to this study.

PEOPLE

PHOTIADIS, John

Professor
Department of Sociology
West Virginia University
Morgantown, West Virginia

Photiadis has recently been engaged in a study entitled "Factors associated with the success or failure of referendums to raise taxes for school improvement and consolidation."

SIMPSON, Richard L.

Professor
Department of Sociology
University of North Carolina
Chapel Hill, North Carolina 27541

Simpson has been engaged in research on the professional roles and attitudes of school teachers as a part of his general interest in the sociology of occupations. He is presently completing a survey of factors related to professionalism among public school teachers.

SOLLIE, Carlton R.

Associate Professor of Sociology
Mississippi State College
P.O. Box 571
State College, Mississippi

Sollie has been engaged in a program in community development which is educational in nature and is relevant to adult education. The developmental nature of the work involves the process of change in rural neighborhoods.

STRAUS, Murry A.

Professor of Sociology
Department of Sociology
University of Minnesota
Minneapolis, Minnesota 55455

Straus has conducted studies of educational and occupational aspiration and research in the area of technological change among farmers. Currently he is beginning to plan for a study of the effects of different types of schools on the development of "modernity" among populations in developing societies, especially India.

PEOPLE

SUCHMAN, Edward A.

Professor of Sociology and Public Health
Department of Sociology
University of Pittsburgh
Pittsburgh, Pennsylvania 15213

Suchman is presently engaged in a research project which is studying the relationship between poverty and educational deprivation. This research is being done in association with the Learning Research and Development Center.

TUMIN, Melvin M.

Professor of Sociology and Anthropology
Department of Sociology
Green Hall
Princeton University
Princeton, New Jersey 08540

Tumin lectures to teacher and parent groups on the requirements of quality and equality in education and has conducted a conference on this same topic. He co-authored with Marvin Bessler a volume of the conference proceedings entitled Quality and Equality in Education which was published in 1966. He has conducted a study of Puerto Rico and the change process which occurred in that country, and has also written in the area of social change.

WAISANEN, Frederick B.

Associate Professor
Department of Sociology and the International Communication Institute
434A Berkey Hall
Michigan State University
East Lansing, Michigan 48823

From 1963 to 1966 Waisanen served as the Director of Research from the Interamerican Communication Program of the American International Association for Economic and Social Development in San Jose, Costa Rica. In this program he conducted research on the social psychological functions and correlates of mass media use, formal education and literacy, mobility, and innovativeness. Presently he is continuing the analyses of the data collected in Latin America. He serves as a consultant and project director of a comparative study of communication and rural development in Costa Rica and India for a UNESCO project, and is the project Director of a study of attitudes toward family planning in Costa Rica for the Agency for International Development.

PEOPLE

General and Other Disciplines

BHOLA, Singh Harbans
Deputy Director
Literacy House, P. O. Singar Nagar
Lucknow 5, U. P., India

Bhola prepared papers for the Strategies of Educational Change Conference and developed a Configurational Theory of Innovation Diffusion. He also prepared Innovation Research and Theory and presented a paper in 1966 in Delhi, India entitled "Utilization of Research: A Model for Modernization." He has published several articles on change and education.

CROSBY, Robert P.
Section of Leadership Development
Division of the Local Church
The Methodist Church
P. O. Box 871
Nashville, Tennessee 37202

Crosby is concerned with educational change within the Methodist Church system. In connection with this he conducts seminars designed in collaboration with the Center for Research in the Utilization of Scientific Knowledge.

KIGER, Joseph C.
Professor of History
Department of History
University of Mississippi
University, Mississippi 38677

Kiger is concerned with intellectual and social developments evinced in history and the roles of organizations, foundations, councils, learned societies and institutes devoted to the advancement of knowledge. These groups have had an involvement in innovation and change in education. He authored a chapter in Innovation in Education.

KOVACS, Ivan D.
Assistant Professor, Science of Society
Monteith College
Wayne State University
Detroit, Michigan 48202

PEOPLE

Kovacs was engaged in consultation, development, reorganization and staff training for Boy's Training Schools in Michigan from 1963 to 1965 when he was associated with the Center for the Utilization of Scientific Knowledge at the University of Michigan. From 1964 to 1966 he conducted research, at the Center for Research on Conflict Resolution at the University of Michigan, focusing on theory and concepts of social change especially in regard to mental health and education. Presently he is engaged in college teaching which involves participation in experimentation with small group processes, individual tutoring, and independent research by students. He is also involved in new programs of subject matter, methods, and organization in an experimental college setting.

ROGERS, Everett M.

Associate Professor
Department of Communication
Michigan State University
East Lansing, Michigan

Rogers has written many articles on diffusion and has participated in several conferences on educational change. Presently he directs doctoral theses on diffusion of education innovations and serves as a Title III evaluation consultant.

SANAZARO, Paul J. MD

Association of American Medical Colleges
2530 Ridge Avenue
Evanston, Illinois 60201

Sanazaro is concerned with promoting change in medical education, conducting and promoting research directed to the accumulation of data as a base for decision making, and consulting with medical schools on innovations and educational improvements.

WARD, Lewis B.

Professor of Business Research
Graduate School of Business Administration
Harvard University, Soldiers Field
Boston, Massachusetts 02163

As an Applied Psychologist, Ward has been interested in a variety of problems of educational change, particularly in the measurement or assessment of educational effectiveness in terms of individual change.

AGENCIES

A thin line sometimes separates an agency from a project. Generally speaking, an agency refers to a more extensive operation, sometimes consisting of several projects and/or programs. A project usually has more limited focus. This differentiation is the basis for dividing entries into agencies and projects.

The categorizations which are used to group the agencies which follow are not, as were the entries under "people," broken down into discipline area. Rather, agencies are categorized according to the major emphasis or focus of the work of the agency. Thus, while an agency may be concerned to some degree with curriculum development, if its major focus is on basic research and general studies it will be listed under the latter heading.

Administration and Leadership

INSTITUTE FOR EDUCATIONAL LEADERSHIP
College of Education
University of Florida
Gainesville, Florida 32601

The Institute seeks to: (1) help interested lay citizens provide effective leadership for educational change and improvement, (2) improve the ability of educators to lead in developing new and better methods and curricula, (3) determine the best processes for bringing about desirable educational leadership ability, (4) improve communication among the administrative units of large complex organizations, and (5) provide models of organizations that will promote leadership in its personnel.

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS
1201 16th Street, N. W.
Washington D. C. 20036

AGENCIES

The Association is involved with several projects directed at the preparation of educational administrators who are also innovators.

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS
5454 South Shore Drive
Chicago, Illinois 60615

A Research and Development Committee of researchers and leaders in the Association's high schools has recently been formed. The Committee's role is still developing, but it hopes to develop state level leadership activity aimed at hastening change in the public schools.

Basic Research and General Studies

BUREAU OF APPLIED SOCIAL RESEARCH
Columbia University
605 West 115th Street
New York, New York 10025

The Bureau conducts research on educational institutions and formal organizations and research in behavioral sciences including, for example, studies of the flow of scientific information and resistance to the utilization of evaluation studies.

CENTER FOR ARCHITECTURAL RESEARCH
Rensselaer Polytechnic Institute
Troy, New York

The Center is engaged in architectural research studies dealing with educational facilities and school planning. These include theses by students in the graduate program.

CENTER FOR DEVELOPMENTAL CHANGE
University of Kentucky
Lexington, Kentucky 40506

AGENCIES

The Center is concerned with basic research in the development process, and with the kinds of training required for leaders in development programs. The Center views education as one of the major inputs in the development process, and focuses on research, special training and international development.

CENTER FOR FIELD STUDIES
Harvard Graduate School of Education
Harvard University
Cambridge, Massachusetts 01238

The Center conducts studies and research in the field. Educational change is the implied goal and usual outcome of these studies.

CENTER FOR RESEARCH ON THE UTILIZATION OF SCIENTIFIC KNOWLEDGE
Institute for Social Research
University of Michigan
Ann Arbor, Michigan
(Director: Ronald Lippitt)

The purpose of the Center is to study and improve processes of knowledge utilization and innovation in a variety of fields--including education. This includes the development of knowledge in elementary and secondary curriculums; the study of innovations, innovativeness, and adaption of innovations; development of models of planned change relevant to education; and experimenting with training and retraining of a variety of educational roles to operationalize research utilization change procedures in the educational setting.

INSTITUTE FOR SOCIAL RESEARCH
University of Michigan
Ann Arbor, Michigan

The Institute conducts interdisciplinary research in the social sciences.

NATIONAL LABORATORY FOR EARLY CHILDHOOD EDUCATION
School of Education
University of Illinois
Urbana, Illinois

AGENCIES

The National Laboratory for Early Childhood Education was established under Title IV of the Elementary and Secondary Act of 1965 and consists of seven participating colleges and universities. These are George Peabody College, University of Chicago, Syracuse University, University of Arizona, New York University, Cornell University and the University of Illinois. The University of Illinois serves as the coordinating center. The Laboratory is to serve as a prototype for national laboratories and is to identify gaps and over concentration of research in broad areas of early childhood education. The initial research focus will be on such areas as curriculum development for the disadvantaged child for early childhood education, home environment factors and their influence on the child, and language skills. There will also be established an ERIC center for literature on early childhood.

OFFICE OF EDUCATIONAL RESEARCH

Board of Education of the City of New York
110 Livingston Street
Brooklyn, New York 11201

The Office conducts research studies for the Board of Education relating to education experiments and innovation.

RESEARCH AND DEVELOPMENT DIVISION, I/D/E/A

110 Glendon Avenue
Los Angeles, California 90024

This division of I/D/E/A aims to develop new concepts for the improvement of elementary or secondary education and to test these concepts for feasibility to determine if research can be conducted on them in a controlled educational environment. Through the League of Cooperating Schools, innovations will be field tested. If they are successful the innovation will be demonstrated by the Innovation and Dissemination Division of I/D/E/A.

RUSSELL SAGE FOUNDATION

230 Park Avenue
New York, New York 10017

AGENCIES

Research being conducted by members of the Foundation staff includes a program on "social indicators" which is concerned with measurement of large-scale structural change.

Community and Urban Studies

BUREAU OF COMMUNITY DEVELOPMENT
Box 200
University of Utah
Salt Lake City, Utah

Through the application of theory and research findings, this Bureau attempts to: (1) reinvigorate democratic processes within the community in a basic social and political sense, and (2) help build community structure where it is inadequate for the achievement of the ends of contemporary community living. This involves education, research, consultation and publications.

INSTITUTE OF URBAN STUDIES
Box 200
University of Utah
Salt Lake City, Utah

This Institute is concerned with developing a more accurate picture of urban areas of the state as a basis for a concerted attack on urban problems and in conflicts which develop in urban areas in Utah.

Curriculum Development

CENTER FOR THE STUDY OF INSTRUCTION
National Education Association
1201 - 16th Street, N. W.
Washington D.C. 20036

The Center sponsors a number of conferences and studies related to the processes on innovation and change as related to curriculum development.

INSTITUTE FOR CURRICULUM IMPROVEMENT
College of Education
University of Florida
Gainesville, Florida

AGENCIES

The Institute conducts research on curriculum improvement. Presently it is studying the relationship of high school self evaluations to curriculum change. A number of other projects are in various stages of development.

SOCIAL STUDIES AND HUMANITIES CENTER
Teachers College
Columbia University
New York, New York 10027

This agency is a Title III Center involving approximately 1000 school systems in New York, Connecticut, and New Jersey. Its efforts are focused on curriculum innovations relating to international understanding.

Development, Demonstration, and Diffusion

APPALACHIA EDUCATIONAL LABORATORY, INC.
Box 1348
Charleston, West Virginia 25325
(Director: Benjamin E. Carmichael)

The overall purpose of the Appalachia Educational Laboratory is to assist in improving the quality of education in Appalachia. More specific objectives include smoothing the student's transition from school to work, and improving communication, i.e., both language development and techniques for communication.

BROWARD COUNTY SCHOOLS
Administrative Offices
1320 S. W. 4th Street
Fort Lauderdale, Florida

This system sponsors intensive developmental programs in addition to Nova Projects.

CENTER FOR COORDINATED EDUCATION
University of California at Santa Barbara
Building 424, Room 202
Santa Barbara, California

AGENCIES

This Center is involved in studying the school improvement process in 23 California School Districts. The Center's immediate goal is to improve instructional processes and its ultimate goal is to learn techniques of improvement which can be put to use elsewhere. These efforts are focused on three aspects of change: design, dissemination and installation.

CENTER FOR URBAN EDUCATION
33 West 42nd Street
New York, New York 10036
(Director: Robert Dentler)

The Center initiates and promotes research and development in the problems of urban education and tests its findings within city and suburban school systems. The fundamental objective of the Center is to contribute strategic knowledge and resources to the strengthening, improvement, and reconstruction of educational services of all kinds and at all levels within urban society. The Center works toward this goal in four ways: (1) by providing consultative services for research and development already in progress and initiating additional research where required, (2) by providing facilities, expert personnel, and dollar support, for new research and innovation, (3) by giving maximum dissemination to the results of this research and, (4) by serving as a center of coordination between the academic community and the world of urban educational and other community services.

CENTRAL ATLANTIC REGIONAL EDUCATIONAL LABORATORY
201 North Washington Street
Alexandria, Virginia 22314
(Director: C. Taylor Whittier)

The primary mission of CAREL is innovation in education. The activities of the Laboratory will range from research to dissemination. In effect, the Laboratory should provide a bridge between research and practice and its major projects will be product-oriented and user-oriented. The terminal objective of each project will be to introduce significant changes in educational practice.

AGENCIES

CENTRAL MIDWESTERN REGIONAL EDUCATIONAL LABORATORY
10646 St. Charles Rock Road
St. Ann, Missouri 63074
(Director: Wade M. Robinson)

CEMREL bridges the gaps that exist between research, discovery and classroom improvement. As an independent, not-for-profit Corporation, CEMREL will not only initiate a comprehensive program of its own but will seek to complement, reinforce, and extend the best work of the existing educational institutions to provide a multi-disciplinary means to the identification and solution of the pressing educational research, development, training, and dissemination needs of the region.

COOPERATIVE EDUCATIONAL RESEARCH LABORATORY, INC.
540 West Frontage Road
Northfield, Illinois 60093
(Director: David M. Jackson)

The major program objectives for CERLI during 1967 will be: (1) to define various new functions of professional leadership that need to be performed, and to formulate these into new positions for which job specifications can be written, (2) to select and train individuals for these new positions of educational leadership and, (3) to define and implement administrative structures to support these new positions in three types of demographic settings--Chicago's inner city, other metropolitan areas of the region, and small town and rural areas.

EASTERN REGIONAL INSTITUTE FOR EDUCATION, INC.
635 James Street
Syracuse, New York 13203
(Director: N. Sidney Archer)

ERIE is developing procedures for engineering validated instructional systems into classrooms. The Laboratory is testing the systems approach as a methodology. Present focus is on applying the systems technique in the design and engineering of the new AAAS elementary science curriculum into selected schools and in the development of a model for evaluation of instructional materials.

AGENCIES

Future research will extend this methodology into other aspects of the education process, such as mathematics curricula, teacher training, the change process, and education of the culturally disadvantaged.

EDUCATIONAL DEVELOPMENT CENTER, INC.
55 Chapel Street
Newton, Massachusetts 02158
(President: Arthur Singer)

The purpose of the center is: (1) to explore ways in which communities can develop self-sustaining programs of educational improvement through carefully planned management of the resources, human and material, available to them, and (2) to develop and activate a growing web of communication among the individuals, institutions, and agencies that can serve as educational resources, and the communities and institutions educating our population.

EDUCATIONAL DEVELOPMENT DIVISION
191 Arps Hall
School of Education
The Ohio State University
Columbus, Ohio 43210
(Chairman: Virgil E. Blanke)

The objectives of the Division are: (1) to continue the development of innovations designed with and for elementary and secondary schools, (2) to provide research and evaluation knowledge in these development activities, (3) to build an instructional program for change agents (middle roles between the creation and use of knowledge), and (4) to help the School of Education with its extension of the Laboratory for Teacher Education beyond the campus.

FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT
Claremont Hotel
1 Garden Circle
Berkeley, California 94705
(Director: John K. Hamphill)

The Laboratory is devoted to carrying out research, surveys, and demonstrations in the field of education, and to the

AGENCIES

dissemination of information derived from educational research. Programs to be conducted by the Laboratory will, it is planned, have the clear and definite prospect of implementation by the schools. For this purpose the development of new materials and techniques, their evaluation in school settings, and their demonstration, together with accompanying programs of teacher education, are viewed as important areas of emphasis for the Laboratory's work. In undertaking projects, the aim will be to insure that the evaluated outcomes of research and development are made available to the schools for their use.

FLORIDA EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL
College of Education
University of Florida
Gainesville, Florida 32601

The Council endeavors to bridge the gap between the findings of educational research and practice in the public schools. The major activities have been that of promoting studies and research, disseminating research findings through the publication of a quarterly research bulletin, and sponsoring institutes, seminars, and conferences dealing with problems of concern to the public schools.

KNOW AND CARE EDUCATIONAL RESOURCES CENTER
640 North Delaware Street
San Mateo, California 94401
(Director: George F. Outland)

The Center conducts community action programs and serves as the agent for the innovations being implemented in the San Mateo Union High School District. These include the Comprehensive District concept, Human Potentials Laboratory, Quality Assurance Program and the Zero-Reject Tradition.

METHODIST BOARD OF EDUCATION
Box 871
Nashville, Tennessee

This agency collaborates with CRUSK (Research Institute at the University of Michigan) in using a research package of test instruments (prepared for use by COPED) which deal with teacher behavior, socialization of youth, action research

AGENCIES

skills, and changing teacher behavior to maximize classroom learning climate.

MICHIGAN - OHIO REGIONAL EDUCATIONAL LABORATORY
School Center Building
5057 Woodward
Detroit, Michigan 48202
(Director: Stuart Rankin)

MOREL, an independent non-profit corporation, is designed to assist in identifying, researching, demonstrating and implementing educational improvements. In addition it is hoped that more might be learned about how such improvement is brought about, i.e., about the nature of the change process as applied to educational programs. MOREL has accepted as one of its major tasks an examination of the process by which ideas are brought to bear on educational problems in such a way that change occurs.

MID-CONTINENT REGIONAL EDUCATIONAL LABORATORY
Merchants Produce Bank Building
104 East Independence Avenue
Kansas City, Missouri 64108
(Director: Robert S. Gilchrist)

The Mid-Continent Regional Educational Laboratory is a voluntary association of schools, colleges, universities and other organizations interested in education, for the common purpose of improving the teaching/learning process in the classroom of the laboratory area. MCREL is a center of research, innovation, dissemination, evaluation and teacher training. Emphasis is placed on applied rather than pure research, and on work with and in school systems. MCREL coordinates educational research, initiates additional research, and expedites the application of research findings to educational problems. It also provides technical assistance, material support and advisory services; operates and sponsors various kinds of demonstration centers and encourages adoption of promising new practices; provides channels for communication within the region and a means for disseminating the results of important innovations and research; and is developing systems for information storage and retrieval.

AGENCIES

NORTHWEST REGIONAL EDUCATIONAL LABORATORY
710 S. W. 2nd Avenue
Portland, Oregon 97232
(Director: Lawrence D. Fish)

The Northwest Regional Educational Laboratory assists the region's schools in program development and utilization of educational research. Programs are currently being initiated throughout the Northwest to encourage the use of validated innovations, to improve education in the small schools and for culturally different children, and to improve conditions related to effective teaching. Plans for the Laboratory include a computer-based data system to provide for individualized learning, to establish an information base for Laboratory programs, and to support administrative services.

REGIONAL EDUCATIONAL LABORATORY FOR THE CAROLINAS AND VIRGINIA
Mutual Plaza, Chapel Hill and Duke Street
Durham, North Carolina 27701
(Director: Ralph McCallister)

The initial thrust of the RELCV is toward the training of educational personnel and the expanding of educational opportunity for all the children and adults of the region. In this context, the RELCV both operates and assists subjects to improve education at every level, and fosters innovation and creative approaches to education from the pre-school level through continuing education for adults.

RESEARCH FOR BETTER SCHOOLS, INC.
121 South Broad Street
Philadelphia, Pennsylvania 19107
(Director: James W. Becker)

The major objectives of RBS are: (1) to fulfill the need for creating new ways of finding, designing, testing, diffusing, and adopting innovations and changes which will make a difference in education at a rate more rapid than the characteristic change rate, and (2) to help educational institutions produce and offer the content, scope, sequence, and variety of instructional experiences which are suitable to the total range of abilities and requirements of students.

AGENCIES

ROCKY MOUNTAIN REGIONAL EDUCATIONAL LABORATORY, INC.
105 Fillmore Street
Denver, Colorado 80200
(Director: James M. Thrasher)

The RMREL has a central core purpose--the improvement of the learning environment for children. Current work of the laboratory to influence change is directed toward assessing the status of education in the eight state Rocky Mountain region, the development of in-service techniques to assist the very small school districts, to improve upon individualization of instruction within the normal or usual classroom, and to assess media as it impinges or influences instructional techniques.

SOCIAL DYNAMICS
335 Newbury Street
Boston, Massachusetts

Social Dynamics is a private firm which provides assistance to school systems and other community organizations in such areas as program planning and evaluation, organizational improvement, and training. This firm brings the concepts and methods of applied behavioral sciences to the solution of educational problems.

SOUTH CENTRAL REGION EDUCATIONAL LABORATORY CORPORATION
National Old Line Building
501 Wood Lane
Little Rock, Arkansas 72201
(Director: Gwendel Nelson)

The major objective of the Laboratory is to identify the role of education in improving the economic conditions within the region, and to implement the findings of research in order to bring about change within the region.

SOUTHEASTERN EDUCATION LABORATORY
2450 International Boulevard
Hopeville, Georgia 30054
(Director: Robert Hopper)

AGENCIES

The goal of the SEL is to provide regional leadership for educational program improvement which are particularly beneficial to educationally deprived people in the Southeast. SEL is responsible for performing several major educational service functions. These are: (1) to assist in the development of region-wide programs that hold promise for the rapid elimination of educational deprivation among the region's culturally and educationally disadvantaged, (2) to provide planning assistance and programs development services to appropriate operating agencies and institutions in the region, particularly in the development of new programs for the educationally disadvantaged, (3) to disseminate ideas and information that are relevant to a region-wide attack on educational deprivation and, (4) to stimulate and support research, particularly that which is relevant to the acceleration of educational improvement for the educationally deprived. SEL also assists in developing appropriate new curricula as well as new curricular and instructional materials, and in establishing new programs to prepare educational personnel who are skilled in the use of these tools for learning.

SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
800 Brazos Street
Austin, Texas 78767
(Director: Edwin Hindsman)

The objectives of the Laboratory are to effect improvement--considered synonymous with changes--in educational practices in Texas and Louisiana. A major focus of the Laboratory is to improve the instruction, school environments, and motivation of the children of the Negro-American, Mexican-American, and the American of French descent. The Laboratory program is attuned to the needs of children of the major cultures and will include programs to improve the instruction of all children and the inter-cultural attitudes of all children.

SOUTHWEST REGIONAL LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT
11300 La Cienega Boulevard
Inglewood, California 90304
(Director: Richard E. Schutz)

AGENCIES

The Laboratory conducts a programmatic effort reflected in projects designed to carry out a broad attack on the educational problems of the region. The long range research and development activities of the Laboratory are designed to terminate in exportable, reproducible, tools that facilitate improvements on actual school situations. The initial laboratory program is organized in terms of five project modules: communication skills, generalized problem solving, instructional management and administrative planning, staff training, and educational resources-services.

SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY, INC.
117 Richmond Drive N. E.
Albuquerque, New Mexico 87106
(Director: Paul V. Petty)

SWCEL is generally involved in the improvement of education. Specifically, the Laboratory seeks to effect needed changes that will assure equal high quality educational opportunities for all children regardless of cultural background. To achieve these aims, the Laboratory is designed: (1) to conduct and/or authorize educational research, (2) to initiate training programs for teachers, researchers, administrators, school board members and other educational leaders, (3) to develop curricula adapted from and in harmony with basic guidelines evolving from previous research and Laboratory research, and (4) to develop effective methods of disseminating the finds of various programs through a variety of media.

UNIVERSITY CITY SCHOOL DISTRICT
640 Harvard Avenue
University City, Missouri
(Superintendent: Martin Garrison)

This district is engaged in a number of projects directed to the question: "Can a conventional school district change all of its schools into new and better kinds of schools? If so, how?" These projects include: (1) a Comprehensive Curriculum Project, (2) a County Microform Center, (3) a Pre-Kindergarten Research Project, (4) a Summer Program for Educationally Deprived, and (5) an Outdoor Education Laboratory.

AGENCIES

UPPER MIDWEST REGIONAL EDUCATIONAL LABORATORY, INC.
2698 University Avenue
St. Paul, Minnesota 55114

The Upper Midwest Regional Educational Laboratory is an agency for the development of changes which affect the education of elementary and secondary school children through a continuous process of curriculum improvement. The Upper Midwest Regional Educational Laboratory will reach toward its primary goal by working toward a number of immediate objectives. The Laboratory will attempt to accelerate the application of known research to classroom practice and to foster and promote innovation and experimentation in the classroom. The Laboratory will encourage research that bears upon the educational needs of the region. It also expects to assist in the formation of policy on the significant education issues of the region.

Disadvantaged and Culturally Deprived

COOPERATIVE EXTENSION SERVICE
Mississippi State College
State College, Mississippi

The function of this agency is to help citizens of rural neighborhoods improve their living conditions, both socially and economically, through various kinds of projects and programs. Many of the projects are educational in nature and incorporate change as a process.

FEDERAL YOUTH CENTER
Engelwood, Colorado

The Center's program includes developing a "saturation" program to rehabilitate youthful inmates incarcerated for violation of federal laws. This saturation program is a total program designed to change inmates. It includes education, counseling, psychotherapy, vocational training, etc.

AGENCIES

INSTITUTE FOR DEVELOPMENTAL STUDIES

School of Education
New York University
Washington Square
New York, New York

Institute programs include the development of pre-school, early childhood and primary curricula for culturally and economically deprived children and the study of language development.

NATIONAL INSTITUTE FOR ADVANCED STUDY IN TEACHING DISADVANTAGED YOUTH

Room 112
1125 Sixteenth Street, N. W.
Washington D. C. 20036

The Institute's program includes exploring and researching new innovations in the field of compensatory education. The use of teacher aids has been implemented in the Bethel School District in the Eugene area.

Educational Planning

PREPARING EDUCATIONAL PLANNERS

State Coordinator for ESEA Title III
State Department of Education
Sacramento, California
(Director: Donald Johnson)

The goal of this agency is the preparation of a task force of educational planners in the State of California who will be able to, through the use of systems analysis, recommend solutions to educational problems and design means of implementing these suggestions.

STATE COMMITTEE ON PUBLIC EDUCATION

Claremont Hotel
Room 134
Ashby and Domingo
Berkeley, California

AGENCIES

Organized by the State Board of Education of California, this Committee has been directed to research the present and future educational needs of the state in the area of public education and to submit recommendations on how these needs might be met.

Evaluation and Testing

CENTER FOR THE STUDY OF THE EVALUATION OF INSTRUCTIONAL PROGRAMS
University of California
Los Angeles, California 90024
(Director: Merlin C. Wittrock)

The Center for the Study of the Evaluation of Instructional Programs is seeking to improve the theory and practice of the evaluation of instructional programs in school settings by introducing into the evaluation process measures of environments, contexts, and multiple criteria. The Center's objectives are: (1) to develop principles and techniques useful in the evaluation of instructional programs in schools, and (2) to develop tests and instruments useful in evaluating the multiple effects upon students produced by instructional programs. The Laboratory will focus its activity on long-term, basic and applied experimental research, and the demonstration and dissemination of the findings and the products of the research by a variety of media chosen to influence practice in education.

DEVELOPMENTAL RESEARCH DIVISION
Educational Testing Service
Princeton, New Jersey 08540

The Division engages in all levels of educational research with a focus on measurement and evaluation.

OHIO STATE UNIVERSITY EVALUATION CENTER
209 Oxley Hall
1712 Neil Avenue
Columbus, Ohio 43210
(Director: Daniel S. Stufflebeam)

The Center studies the relationship of evaluation to educational change.

AGENCIESGroup Dynamics and Human Relations

GROUP DYNAMICS CENTER
Department of Educational Psychology
Temple University
Philadelphia, Pennsylvania 19122

The Center is concerned with the application of the theory of social and group processes to natural organizations including educational and industrial organizations.

HUMAN RELATIONS CENTER, BOSTON UNIVERSITY
270 Bay Street Road
Boston, Massachusetts

A major concern of the Center is with the theory and methods of planned change.

NATIONAL TRAINING LABORATORIES, NEA
1201 16th Street, N. W.
Washington D. C. 20036

NEA conducts programs of training, research and consultation on interpersonal relations, small group processes, and organizational and educational change.

RESEARCH CENTER FOR GROUP DYNAMICS
University of Michigan
Ann Arbor, Michigan

One aspect of the Center's program is the investigation of social influence and individual change.

Higher Education

CENTER FOR EDUCATIONAL RESEARCH
Massachusetts Institute of Technology
Room 20 C - 228, 77 Massachusetts Avenue
Cambridge, Massachusetts 02139

AGENCIES

The Center aims to bring to bear in and on collegiate education the latest findings of scientific and scholarly research, and to develop appropriate instructional materials, strategies, and personnel through which the new under-graduate education can be widely disseminated to other institutions of higher education.

CENTER FOR RESEARCH AND DEVELOPMENT IN HIGHER EDUCATION
University of California
Berkeley, California 94720
(Director: Leland L. Medsker)

The basic purpose of the Center for Research and Development in Higher Education is to assist individuals and organizations responsible for American higher education to improve the quality, efficiency, and availability of education beyond the high school. In the pursuit of these objectives, the Center conducts studies which: (1) use the theories and methodologies of the behavioral sciences, (2) seek to discover and to disseminate new perspectives on educational issues and new solutions to educational problems, (3) seek to add substantially to the descriptive and analytical literature on colleges and universities, (4) contribute to the systematic knowledge of several of the behavioral sciences, notably psychology, sociology, economics, and political science, and (5) provide models of research and development activities for colleges and universities in planning and pursuing their own programs in institutional research.

UNION FOR RESEARCH AND EXPERIMENTATION IN HIGHER EDUCATION
Antioch College
Yellow Springs, Ohio

The Union is composed of a number of small liberal arts colleges who are conducting and sharing research and experimentation in higher education.

UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION
29 West Woodruff Avenue
Columbus, Ohio 43210
(Director: Jack A. Culbertson)

UCEA's mission is to create new standards of preparation of educational administration through a variety of dissemination, development, training, and research activities. Research and training go on in member universities while planning and development go on within the central office.

AGENCIES

International Studies and Development

AGENCY FOR INTERNATIONAL DEVELOPMENT (AID)
Washington D.C.

Among many other activities, AID sponsors research on social, educational, communication, and other variables.

ASSOCIATION FOR CREDIT AND RURAL ASSISTANCE
Caixa Postal 900
Belo Horizonte, M. G.
Brazil

This agency collaborates with the Michigan State University and the Agency for International Development. It is an extension agency supported by the state government of Minas Gerais. It supervises credit and seeks to introduce new technology and methods to farmers.

CENTER FOR INTERNATIONAL AFFAIRS
Harvard University
Cambridge, Massachusetts

Economic, political, and social change research in developing countries is the focus of this agency.

COMPARATIVE EDUCATION CENTER
University of Chicago
Chicago, Illinois

The Center's program includes research and publication in comparative education areas.

INSTITUTE FOR INTERNATIONAL STUDIES ON EDUCATION AND
THE MICHIGAN STATE UNIVERSITY DEPARTMENT OF COMMUNICATION
Michigan State University
East Lansing, Michigan

Currently, the Institute is conducting research in Thailand on the diffusion of educational innovations within the hierarchy of the Minister of Education to the local school teachers. The research emphasis is on the authoritarian nature of directed change. Sponsored by Michigan State University, The Ford Foundation and the Agency for International Development.

AGENCIES

INTERNATIONAL COMMUNICATION INSTITUTE
Michigan State University
East Lansing, Michigan 48823

The Institute's program includes research on the social psychological functions and correlates of mass media use, formal education and literacy and mobility and innovativeness.

INTERNATIONAL SURVEY OF EDUCATIONAL DEVELOPMENT AND PLANNING --
INDIANA UNIVERSITY
Ballantine 465
Indiana University
Bloomington, Indiana 47401

Sponsored by the Carnegie Corporation, this agency is concerned with review of national education plans and the criteria for national educational planning on a world-wide basis.

NATIONAL INSTITUTE OF COMMUNITY DEVELOPMENT
Rajendranagar
Hyderabad 30, (A. P.)
India

The Institute is involved in an international study of the factors impeding or facilitating farm practice adoption in India, Nigeria, and Brazil.

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION
Paris, France

UNESCO supports research on social, economic, and other areas of development and change. One study presently being done is a comparative study of communication and rural development in Costa Rica and India. Change variables are being investigated.

Materials and Media Development

CHICAGO PUBLIC SCHOOLS, BUREAU OF RESEARCH, DEVELOPMENT AND
SPECIAL PROJECTS
228 North LaSalle Street
Chicago, Illinois 60601

AGENCIES

The Bureau is concerned with the design of electronic and communication facilities for use in schools. Identification and investigation of emerging equipment and technology is a related function of the Bureau.

DEPARTMENT OF AUDIO-VISUAL INSTRUCTION

National Education Association

1201 16th Street, N. W.

Washington D. C. 20036

Some of the Department's projects include: abstracting media research; a project with the Association for Higher Education on innovations involving media in higher education; and conducting a study of computerized cataloging and booking of films.

Research and Development

AMERICAN INSTITUTES FOR RESEARCH

135 North Bellefield Avenue

Pittsburgh, Pennsylvania 15213

AIR is an organization which conducts studies, on a contractual basis, in the various social and behavioral discipline areas. Current projects in education include the application of principles of self-paced instruction in the classroom and the use of new media, including the computer, in the classroom.

BROOKS FOUNDATION

2020 Alameda Padre Serra

Santa Barbara, California

The Brooks research program is concerned with the improvement of instruction. Problems are selected according to scientific or technological promise and social importance.

Specific programs include: (1) a twenty-year plan for computerizing a school system; (2) a model community in which education is brought into the home electronically (3) the development of new educational materials and approaches by tutorial interaction between author and pupil; (4) development of special materials and methods for the depressed-area students; (5) empirical evaluation of textbooks (6) programs to remotivate dropouts (7) student film making as an instructional and motivational activity; and (8) technical simulation learning systems for military organizations.

AGENCIES

CENTER FOR HUMAN RESOURCE RESEARCH
The Ohio State University
1775 South College Road
Columbus, Ohio 43210

Research, technical assistance and training in the field of human resource development planning is the focus of the Center. One specialization is educational planning within this context. Technical assistance and training projects are being conducted for the Agency of International Development in Ecuador and Bolivia, and basic research is being completed for the United States Department of Labor, OAS, UNESCO and OECD.

CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION
University of Oregon
Eugene, Oregon 97403
(Director: Roland J. Pellegrin)

The Center's program is concerned with the internal organization and functioning of public educational institutions and educational systems, and with the relationships of these institutions and systems to the larger environments in which they are located. The Center studies the social context of educational administration and school organization which includes three environments: the educational institution itself; the larger educational systems of which a particular educational institution is a unit or segment; and the larger social environments in which educational institutions are located and serve. The general objective is to improve educational administration and school organization through programs of research, development, dissemination of knowledge, and training. The sub-goals include maximizing the usefulness of theory and research already available by producing critical reviews of pertinent segments of the literature, launching empirical research to extend knowledge about the social context of education, undertaking research on the processes by which ideas become guides to innovative action, and testing selected policies or procedures derived from theory or research to determine their validity in a natural situation.

CENTER FOR THE STUDY OF SOCIAL ORGANIZATION OF SCHOOLS AND THE
LEARNING PROCESS
Johns Hopkins University
Baltimore, Maryland
(Director: Edward L. McDill)

A program description is not available at this time.

AGENCIES

COOPERATIVE PROJECT FOR EDUCATION DEVELOPMENT

Program Director for Education
National Training Laboratories, NEA
Washington D. C. 20036
(Director: Mrs. Dorothy Mial)

COPED is an inter-university program linking behavioral scientist-educator teams together for the exploratory development of models of planned change in education. Following an initial year of conceptual work the teams have entered into collaborative relationships with some 20 school districts engaged in educational improvement efforts.

The broad objective of COPED is to learn how to help school systems become more effective in solving problems. Four metropolitan area programs are being conducted in Boston, New York, Detroit, and Chicago.

EDUCATIONAL RESEARCH AND DEVELOPMENT COUNCIL OF THE TWIN CITIES

Burton Hall
University of Minnesota
Minneapolis, Minnesota 55455

The agency is officially linked with the Department of Educational Administration at the University of Minnesota and is composed of 40 public school districts in the metropolitan region of St. Paul and Minneapolis.

INSTITUTE FOR DEVELOPMENT OF EDUCATIONAL ACTIVITIES

Suite 907
42 North Main Street
Dayton, Ohio 45402

The Institute for the Development of Educational Activities with line Divisions in Research and Development, Innovation and Dissemination, Information Services and Educational Grants, and with Staff Divisions in Institutional Relations, Tactical Research, Long-Range Planning, and Finance is attempting to bridge the gap between educational theory and practice. Through research and testing of educational innovations, demonstrating significant innovations in a network of cooperating American schools, dissemination of information, and a related educational grant program, I/D/E/A hopes to bring about a significant change in the educational enterprise.

AGENCIES

INSTITUTE OF INSTRUCTIONAL SYSTEM TECHNOLOGY AND RESEARCH
Chapman College
333 North Glassell Street
Orange, California

The Institute is currently operating an Experienced Teacher Fellowship Program and a part of OPERATION PEP. Its main emphasis is on system analysis techniques and training programs for senior educational planners and administrators.

MIDWEST ADMINISTRATION CENTER
5835 Kimbark
University of Chicago
Chicago, Illinois 60637

The Center is a general R&D organization in education and is currently working with a Chicago depressed area school, the Raymond Elementary School, on an in-service educational experiment aimed at educational improvement.

NATIONAL INSTITUTE FOR THE STUDY OF EDUCATIONAL CHANGE
825 East Eighth Street
Bloomington, Indiana 47401
(Director: Egon G. Guba)

The program of the National Institute for the Study of Educational Change will focus on an elimination of the conceptual barriers impeding planned educational improvement. An inter-disciplinary staff of visiting fellows on annual appointments will be formed into three teams concerned with: (1) the development of models and theories of change, e.g. an economic or political model of the change process; (2) the development of instructional programs and curricula for the training of change agents and other emergent middle-man personnel, e.g. evaluators or disseminators; and (3) the development of the operational tools and strategies for affecting educational improvements, e.g. new evaluation designs or strategies for dissemination. Now in a planning phase, the Institute will become operational sometime during the 1967-68 academic year.

AGENCIES

PROGRAM ON EDUCATIONAL CHANGE

College of Education
University of Kentucky
Lexington, Kentucky 40506
(Director: Richard I. Miller)

The purpose of this organization is that of studying the directions and processes of educational change. This objective is accomplished through research, development and dissemination activities. These activities include conferences, booklets, research studies and consultative activities.

SYSTEM DEVELOPMENT CORPORATION

Systems Development Corporation
2500 Colorado Avenue
Santa Monica, California 90406
(Head, Education and Training Staff of the Technology Directorate;
Research and Technology Division: Dr. Harry F. Silberman)
(Manager, Education Systems, Advanced Systems Division:
Dr. John F. O'Toole, Jr.)

SDC's activities related to the educational change process are based on the assumption that answers to operational system problems in education exist, although the methods or designs for implementation may not be presently available. An attempt is being made to exploit and apply research findings to actual school and college settings and to span the gap between what research has discovered and what is found in educational practice. The overall goal is to assist local, state, and federal agencies and educational institutions in their efforts to improve education through the introduction and use of improved instructional, administrative, and information processing systems. Specifically, the major purposes of these educational activities are the following: (1) to design, develop and implement improved instructional and information systems for education at all levels; (2) to develop and apply new knowledge about information processing systems to the solution of educational problems in schools and colleges; (3) to develop products and services which can be immediately applied to the solution of educational problems; (4) to apply SDC's experience and capabilities derived from defense-oriented systems to the operational problems of educational institutions and government agencies with educational responsibilities.

AGENCIES

Social Change

CENTER FOR RESEARCH IN SOCIAL BEHAVIOR
University of Missouri
Columbia, Missouri

A general-purpose research center interested in educational change among other types of social behavior.

CENTER FOR RESEARCH IN SOCIAL CHANGE
Emory University
Atlanta, Georgia 30322

The Center has a holistic, multidisciplinary, long-range approach to the study of social change. It is also a training center in research.

CENTER FOR RESEARCH ON CONFLICT RESOLUTION
University of Michigan
Ann Arbor, Michigan

The Center pursues research in the area of social conflict and its resolution.

INSTITUTE FOR THE STUDY OF SOCIAL CHANGE
Department of Sociology
Purdue University
Lafayette, Indiana 47907

This Institute is concerned with the study of urbanization, industrialization and technological change, and research in general societal change.

State Departments of Education

CALIFORNIA STATE DEPARTMENT OF EDUCATION: DIVISION OF PROGRAM
PLANNING AND DEVELOPMENT
721 Capitol Mall
Sacramento, California 95814

The Division created and organized the development of 21 regional planning and evaluation agencies in California. Currently it is developing state policies for the operation of these agencies based on variations of the paradigm of educational change constructed by Brickell and revised by Newton and others.

AGENCIES

CENTER OF INNOVATION IN EDUCATION
New York State Education Department
Albany, New York 12224

The Center was created to provide a focus in the State Education Department for innovation and educational change. It seeks to scan the future for emerging trends and alerts the Department and the schools to the implications for education. It works with all units of the Department in the promotion of new ideas, and has been especially active in working on the Department's program for quality integrated education. It maintains an inventory of new developments in education and disseminates information on these to interested persons throughout the State. Through the administration of ESEA Title III projects, the Center stimulates local innovative programming.

STATE OF NEW MEXICO EDUCATIONAL RESEARCH COMMITTEE
219 Shelby Street
Santa Fe, New Mexico 87501

The Committee was established for the express purpose of effecting change. It is presently involved in developing staffing patterns necessary for schools now and in the future.

Teacher Education

INSTITUTE FOR EDUCATIONAL DEVELOPMENT
52 Vanderbilt Avenue
New York, New York 10017

The Institute is involved in the development of a training program for creating parent educators to work in the homes of disadvantaged mothers. It is also a consultant to the Educational Products Information Exchange which is an information retrieval system.

RESEARCH AND DEVELOPMENT CENTER FOR TEACHER EDUCATION
303 Sutton Hall
University of Texas
Austin, Texas 78712
(Director: Robert F. Peck)

AGENCIES

The Research and Development Center for Teacher Education is specifically concerned with the development of new approaches in the preparation and continuing education of the teacher of tomorrow. In pursuit of this goal the Center is exploring in considerable depth the developmental process through which a young person moves in becoming a professional teacher; exploring the special requirements imposed on the training of prospective and in-service teachers by the vastly increased reliance of our culture on education and by innovations in organization and instructional strategy; the vast increase in educational media and curricular materials; and the greatly increased concern for better means of dealing with individual differences of learners. Included in the objectives is the creation of a permanent network for cooperative research, development, and dissemination of demonstrated improvements in a two-way flow, college to college, college to school, and school to school.

STANFORD CENTER FOR RESEARCH AND DEVELOPMENT IN TEACHING

Stanford University

770 Welch Road

Palo Alto, California 94304

(Directors: Robert N. Bush

N. L. Gage)

The focus at the Center is upon teaching, and, at present, research activities center around three major areas: the study of teacher behaviors related to certain teacher effects, the selection and training of teachers, and the organizational context of teaching. The Center will also conduct a program of demonstration and dissemination designed to promote utilization, in schools and colleges, of procedures which the research finds to be useful. It will work with state and county departments of education, school systems, and other teacher education institutions in developing widespread field tests of promising innovations. The Center will also train research workers and teacher educators.

Teaching - Learning Processes

CENTER FOR RESEARCH AND DEVELOPMENT FOR LEARNING AND RE-EDUCATION

1404 Regent Street

Madison, Wisconsin 53706

(Directors: Herbert J. Klausmeier

Max R. Goodson)

AGENCIES

The Center for Research and Development for Learning and Re-Evaluation has as its primary goal the promotion of efficient learning of children, youth, and adults in the cognitive domain, particularly concept learning, problem solving and related cognitive abilities, and simultaneously encouraging optimal personality development. This is achieved through a program of extending knowledge about primary variables associated with efficiency of school learning; focusing knowledge about the variables upon problem areas developing or identifying appropriate instructional materials and procedures; and installing, testing, and revising the materials and procedures.

LEARNING RESEARCH AND DEVELOPMENT CENTER
400 South Craig Street
University of Pittsburgh
Pittsburgh, Pennsylvania 15213
(Director: Robert Glaser)

The basic purpose of the Center is to speed such improvement of instructional practices and programs in the nation's schools as can result from research and development in the behavioral sciences. The objectives with reference to the behavioral sciences are to develop theories of instruction and principles of teaching as distinguished from theories of learning; to reshape certain problem areas in basic learning theory so that a body of behavioral science relevant to education is initiated; to promote a pattern of ready acceptance of and attention to field-originated problems of education on the part of applied behavioral scientists. The objectives with reference to instructional practice are: the development of a systematic approach to the educational process which considers the interrelationships among behaviorally specified objectives, aptitudes, instructional process requirements, and the assessment of human performance; the provision and ready availability of prototype models of instructional systems, including material and procedural components for particular purposes such as programs for culturally and economically different groups, for preschool and primary ages, and for especially talented youth; and the development of a pattern of acceptance and employment of the developed results of behavioral science research on the part of school teachers and administrators, school boards and parents, and colleges of education.

AGENCIES

RESEARCH AND DEVELOPMENT CENTER IN EDUCATIONAL STIMULATION

Baldwin Hall

University of Georgia

Athens, Georgia 30601

(Director: Warren G. Findley)

The three major objectives of the Research and Development Center in Educational Stimulation are: to probe the limits of cognitive, aesthetic, motor, and affective learning in children with the purpose of establishing new norms for learning; to provide field tested structured material conducive to early and continuous stimulation; and to disseminate research findings and materials to users as quickly and as widely as possible in such a way to improve educational policies and practices. It is especially concerned with discovering ways to enable children, ages 3 through 12, to reach higher levels of achievement through structured sequential learning activities.

Miscellaneous

ASSOCIATION OF AMERICAN MEDICAL COLLEGES

2530 Ridge Avenue

Evanston, Illinois 60201

The purpose of the Association is to conduct and promote research directed towards accumulating data as a base for decision making and to consult with medical schools on innovations and educational improvements.

EDUCATIONAL RESOURCES DEVELOPMENT AND TRAINING BRANCH: DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION

Office of Education

United States Department of Health, Education and Welfare

Washington D. C. 20202

This Branch is currently supporting a project on matching military retirees to job vacancies in vocational education and a variety of other projects, some of which are concerned with change in the field of education.

FORD FOUNDATION

477 Madison Avenue

New York, New York

AGENCIES

Ford encourages educational improvement on a national basis through a system of financial aid to a variety of grantees including public schools, private schools, universities and colleges.

MIDWESTERN COLORADO MENTAL HEALTH CLINIC

NYE Building

Montrose, Colorado

The Clinic supports in-service training for teachers, counselors, welfare, and public health personnel to develop new approaches to problem children and families involving a total environmental push. Program also uses interested high school students in working with clients.

PROJECTS

Administration and Organization

CHANGE AND ORGANIZATIONAL HEALTH

Claremont Graduate School

Claremont, California

(Director: Conrad Briner)

COMPUTER-BASED SYSTEM WHEREBY AN ADMINISTRATOR CAN INTERACTIVELY PLAN A SCHOOL DISTRICT BUDGET

Systems Development Corporation

2500 Colorado Avenue

Santa Monica, California 90406

(Director: John F. O'Toole, Jr.)

EDUCATIONAL PLANNING AND LEADERSHIP DEVELOPMENT

College of Education

University of Florida

Gainesville, Florida 32601

(Director: J. B. White)

INSTRUCTIONAL MANAGEMENT SYSTEM

Systems Development Corporation

2500 Colorado Avenue

Santa Monica, California

A project designed to develop and implement an instructional management system to help elementary school staffs monitor individual learning progress and manage the instructional process. Funded by the Southwest Regional Laboratory.

PROJECT ON ORGANIZATIONAL DEVELOPMENT IN SCHOOLS

Teachers College

Columbia University

New York, New York 10027

(Director: Matthew B. Miles)

A program attempting to adapt strategies of organizational improvement developed in industrial settings e.g. (survey feedback, team training) to the needs of educational settings, and to test their efficacy in improving the functioning of school systems.

PROJECTS

TAXONOMY PROJECT ON ORGANIZATION BEHAVIOR IN EDUCATION

School of Education

New York University, Washington Square

New York, New York 10003

(Director: Daniel E. Griffiths)

Curriculum Development

ACCEPTANCE OF THE INQUIRY METHOD OF TEACHING SCIENCE

Sutton Hall 325

The University of Texas

Austin, Texas

(Acting Director: Wailand Bessent)

A study using a population of 83 teachers from 16 schools engaged in a released-time in-service program. Rate of acceptance of inquiry methods will be related to pre-disposition to change, cost/benefit analysis of new methods, and concepts of teaching and science.

ANTHROPOLOGY CURRICULUM PROJECT

College of Education

University of Georgia

Athens, Georgia

(Co-Directors: Wilfrid C. Bailey
Marion J. Rice)

A project engaged in the preparation of units for grades 1-7 based on Anthropology. The project is also dealing with the problems of dissemination and introduction of educational innovation.

ARCHITECTURE CURRICULUM STUDY

School of Architecture

Rensselaer Polytechnic Institute

Troy, New York

(Director: Professor Harry E. Rodman)

COMPREHENSIVE CURRICULUM PROJECT

School District of University City

640 Harvard Avenue

University City, Missouri 63130

(Director: Mrs. Glenys Unruh)

PROJECTSCOOPERATIVE STUDY OF MATH PROGRAMS FOR HIGH ABILITY JUNIOR HIGH
SCHOOL STUDENTS

Teachers College
Columbia University
New York, New York 10027
(Co-Directors: A. Harry Passow
Marian L. Goldberg)

CURRICULUM INNOVATIONS FOR THE STATE'S QUALITY GROWTH AS WE
APPROACH 2000 A. D.

Stanford University
Stanford, California
(Director: Paul Hanna)

HIGH SCHOOL SELF EVALUATIONS AND CURRICULUM CHANGE

(Cooperative Research Project 3130)
Institute for Curriculum Improvement
University of Florida
Gainesville, Florida
(Director: Dr. Vynce A. Hines)

QUALITY ASSURANCE PROGRAM

650 North Delaware Street
San Mateo, California 94401
(Directors: Leon M. Lessinger
George F. Outland)

A project devoted to developing curriculum in forms of terminal performance objectives; developing contract programs with students where time, not content, is the variable so that students may achieve the desired performance levels; and maintaining realistic, definable, measurable standards so that the product--the student--may be warranted to the community, the taxpayers, the parents and himself.

USE OF EXPLORATORY RESEARCH AND INDIVIDUAL TUTORING TECHNIQUES
FOR THE DEVELOPMENT OF PROGRAMMING METHODS AND THEORY

Systems Development Corporation
2500 Colorado Avenue
Santa Monica, California

A project designed to provide better methods of preparing instructional materials that meet specified learning objectives.

PROJECTS

Demonstration, Dissemination, Diffusion

A COMPARATIVE SURVEY OF LITERATURE ON THE DISSEMINATION AND UTILIZATION OF SCIENTIFIC KNOWLEDGE

Center for Research on Utilization of Scientific Knowledge
Institute for Social Research
University of Michigan
Ann Arbor, Michigan
(Director: Ronald Havelock)

The long-range goal of the program is to understand and improve the processes of dissemination and utilization of new knowledge in the field of education. The immediate objectives are to assess the current state of knowledge by means of a search for literature pertaining to such processes as they occur in a number of fields and to construct a model for categorizing and integrating such literature. From this work implications will be derived for the guidance of researchers, practitioners and policy makers and for the formulation of a long-range program of research and training.

DEMONSTRATION CENTER PROGRAM

Demonstration Center
U. S. Office of Education
Washington D. C. 20202
(Director: J. J. McPherson)

EXPERIMENTAL PROJECT IN DISSEMINATION OF RESEARCH INFORMATION ON CERTAIN NEW INSTRUCTIONAL PROGRAMS

910 Fifth Avenue
Seattle, Washington 98104
(Director: Stayner Brighton)

A project using group dynamics exercises involving teachers and supervisors in selected local school districts. Patterned after the "T" group concept of the NTL.

IMPACT OF DEMONSTRATION TEAMS

204 Weaver Hall
The Pennsylvania State University
University Park, Pennsylvania
(Director: Dr. Emory J. Brown)

NATIONAL COMMISSION TEPS DEMONSTRATION SCHOOLS

1201 16th Street, N. W.
Washington D. C. 20036
(Director: Dr. James Olivero)

PROJECTSNATIONAL SEMINAR ON DISSEMINATION AND UTILIZATION OF REHABILITATION
RESEARCH INFORMATION

J. Hillis Miller Health Center
Gainesville, Florida
(Director: Dr. Bruce Thomason)

STUDY OF THE EFFECTIVENESS OF SELECTED EDUCATIONAL DIFFUSION
VEHICLES

School of Education
University of Massachusetts
Amherst, Massachusetts
(Director: William C. Wolf Jr.)

The purpose of this study is to gather data about the classroom adoption of new practices and ideas and to relate these data to characteristics of selected diffusion agents and selected target audiences.

TRAVELING SEMINARS AND CONFERENCE FOR THE IMPLEMENTATION OF
EDUCATIONAL INNOVATIONS

Systems Development Corporation
2500 Colorado Avenue
Santa Monica, California 90406
(Director: Malcolm Richland)

This project was designed to test the effectiveness of field site visits to innovative school districts as a means for reducing the time lag between the development of new classroom practices and diffusion of proven ideas throughout the nation's school districts. The project is testing field service concepts of dissemination of innovational practices in education, identifying variables involved in the acceptance or rejection of change, and recommending steps to close the gap between new discoveries and their implementation in education.

Deprived and Disadvantaged YouthDEVELOPMENT OF PUPIL ABILITY INVENTORIES FOR SOCIALLY DISADVANTAGED
CHILDREN

Institute for Developmental Studies
School of Education
New York University
Washington Square
New York, New York
(Director: Dr. Leo Goldstein)

PROJECTSEDUCATIONAL SYSTEMS PACKAGES FOR THE OCCUPATIONAL TRAINING OF
DEPRESSED AREA STUDENTS

Brooks Foundation
2020 Alameda Padre Serra
Santa Barbara, California

RELATIONSHIP BETWEEN POVERTY AND EDUCATIONAL DEPRIVATION

Department of Sociology
University of Pittsburgh
Pittsburgh, Pennsylvania 15213
(Director: Edward A. Suchman)

STUDY OF IMPACT OF TITLE I ON 4 CULTURALLY DEPRIVED AND
ECONOMICALLY DEPRESSED SCHOOL DISTRICTS

College of Education
Dickey Hall
University of Kentucky
Lexington, Kentucky
(Director: James R. Ogletree)

THE VALIDATION OF EDUCATIONAL SYSTEMS PACKAGES FOR THE
OCCUPATIONAL TRAINING OF DEPRESSED AREA STUDENTS

Simon Gratz Tutorial Center
17th and Luzerne Streets
Philadelphia, Pennsylvania
(Director: William Cannady)

Development

HARVARD PROJECT ON SOCIAL AND CULTURAL ASPECTS OF DEVELOPMENT

1430 Wm. James Hall
Harvard University
Cambridge, Massachusetts 01238
(Director: Alex Inkeles)

INTER-UNIVERSITY PROGRAM FOR THE DEVELOPMENT OF DESIGNS
FOR PLANNED EDUCATIONAL CHANGE

Institute for Social Research
University of Michigan
Ann Arbor, Michigan
(Director: Robert Fox)

PROJECTS

SAN DIEGO COUNTY SUPPLEMENTARY EDUCATION CENTER
 Department of Education
 San Diego County
 6401 Linda Vista Road
 San Diego, California 92110

The Center is a regional planning and evaluation agency that has as its major function the assessment of unmet student needs and the development of innovative and exemplary problems which can be demonstrated as solution methods. The Center covers 47 school districts and the San Diego County Department of Education.

SANTA CLARA COUNTY PROJECTS TO ADVANCE CREATIVITY IN EDUCATION
 1110 North Tenth Street
 San Jose, California 95112

This is a program to stimulate educational change in order to improve the quality of education in Santa Clara County, and to assess needs, set priorities, and design exemplary solutions to high priority needs.

Evaluation

ASSESSMENT OF LANGUAGE LABORATORIES
 Department of Public Instruction
 Harrisburg, Pennsylvania
 (Director: Emanuel Bergor)

COLUMBUS SCHOOLS TITLE I EVALUATION PROJECT
 Ohio State Evaluation Center
 1890 Northwest Boulevard
 Columbus, Ohio
 (Director: Dr. Edwin Novak)

COMPARATIVE EVALUATION OF EQUIVALENT SCHOOL TESTS
 Brooks Foundation
 2020 Alameda Padre Serra
 Santa Barbara, California

PROJECTS

EFFECTIVENESS OF A SECOND GRADE LANGUAGE ARTS PROGRAM

Supplementary Education Center
 San Diego County
 6401 Linda Vista Road
 San Diego, California 92110
 (Director: William M. Kendrick)

EVALUATION LEADERSHIP PROGRAM

Ohio State University Evaluation Center
 1890 Northwest Boulevard
 Columbus, Ohio
 (Director: Dr. Daniel P. Norton)

NATIONAL STUDY OF ESEA TITLE III

College of Education
 University of Kentucky
 Lexington, Kentucky
 (Director: Richard I. Miller)

With the assistance of 20 scholars and several special reports, a major study of ESEA Title III has been made to determine the effectiveness of the first year's program.

XENIA TITLE III EVALUATION PROJECT

Ohio State University Evaluation Center
 1890 Northwest Boulevard
 Columbus, Ohio
 (Director: Dr. Daniel P. Norton)

Information Centers

AUTOMATED INFORMATION PROCESSING FOR THE SCHOOL DISTRICT OF PHILADELPHIA

Brooks Foundation
 2020 Alameda Padre Serra
 Santa Barbara, California

COUNTY MICROFORM CENTER (TITLE III)

School District of University City
 640 Harvard Avenue
 University City, Missouri 63130
 (Director: Richard Halsey)

PROJECTS

EDUCATIONAL RESEARCH INFORMATION CENTER

U. S. Office of Education
400 Maryland Avenue, S. W.
Washington D. C. 20202
(Director: Harold A. Haswell)

At the present time ERIC consists of a headquarters office (Central ERIC) in Washington and a network of 13 clearinghouses in universities and other institutions throughout the country. Each clearinghouse is responsible for information in a given area of education. Its staff of specialists acquires, selects, abstracts, and indexes all relevant documents. Central ERIC coordinates the clearinghouses, stores the full texts of documents on microfilm, announces all new acquisitions, and makes the documents available to the educational community at nominal cost in pamphlet or microfiche form.

In addition to Central ERIC and the clearinghouses, the network includes an ERIC Document Reproduction Service contract with Bell and Howell Company in Cleveland, Ohio.

NATIONAL INNOVATION INVENTORY

North Central Association
5454 South Shore Drive
Chicago, Illinois 60615
(Director: Gordon Cawelti)

SCHOOL RESEARCH INFORMATION SERVICE

Phi Delta Kappa Research Service Center
Eighth and Union Streets
Bloomington, Indiana 47401
(Director: William J. Gephart)

A Phi Delta Kappa operated educational information service for its members and other interested educators. An effort is made to obtain copies of research reports and descriptions of innovative activities that have been developed by city school systems and school study councils as they struggle for improved education. Such studies will then be available to any school system or educator interested in the study of specific aspects of education.

PROJECTS

International Development

DIFFUSION PROJECT, MICHIGAN STATE UNIVERSITY AND AGENCY FOR
INTERNATIONAL DEVELOPMENT
Department of Communication
Michigan State University
East Lansing, Michigan

The project conducts research in Brazil, Nigeria and India
on the communication factors in introducing technology in
the developing countries.

EDUCATION AND SOCIAL DEVELOPMENT
Center for Comparative Education
Syracuse University
Syracuse, New York
(Director: Don Adams)

INTERNATIONAL STUDY OF FARM PRACTICE ADOPTION
College of Communication
Michigan State University
East Lansing, Michigan
(Director: Everett Rogers)

A project funded by the Agency for International Development
(State Department). It is an international study of the
factors impeding or facilitating farm practice adoption in
India, Nigeria and Brazil.

Media

EXPERIMENTS WITH EDUCATION MEDIA DESIGNED TO MODIFY ATTITUDES
Teaching Research Division
Oregon State System of Higher Education
Monmouth, Oregon
(Director: Jack V. Edling)

NORTHEASTERN REGIONAL MEDIA CENTER FOR THE DEAF
School of Education
University of Massachusetts
Amherst, Massachusetts
(Director: Raymond Wyman)

A media demonstration center which will serve the Northeastern
United States deaf schools.

PROJECTS

Research, Theory and Model Building

COOPERATIVE PROGRAM ON EDUCATIONAL CHANGE
Department of Educational Psychology
Temple University
Philadelphia, Pennsylvania 19122
(Director: Richard A. Schmuck)

An inter-institutional project to conceptualize about, develop, and study models of planned change in school systems. The Program goal is the development within school systems, of self-renewing research and development functions to critically meet change needs.

EDUCATIONAL MODEL FOR THE ELEMENTARY SCHOOL
51 Press Building
New York University
New York, New York 10003
(Director: Dr. Esin Kaya)

A project to develop a theory of educational practice in the form of an educational model for the elementary school. This will be accomplished by examining recently completed or ongoing studies of educational practice, and by identifying in operational terms the factors which contribute to specific educational objectives, stated in behavioral and measurable terms.

EVALUATION OF THE EFFECTS OF VARIOUS PROGRAMS ON THE FUNCTIONAL
LEVEL OF MENTALLY RETARDED CHILDREN
Mental Retardation Project
University of Hartford
Hartford, Connecticut
(Director: Michael M. Klaber)

MODELS FOR EFFECTING PLANNED EDUCATIONAL CHANGES
Research and Development Center on Learning and Re-Education
The University of Wisconsin
1404 Regent Street
Madison, Wisconsin 53706

PROJECTS

The Center is conducting an investigation of the change process in schools, the effectiveness of a specifically designated "Committee on Change" within school systems, and the effectiveness of "sensitivity training" in enhancing the change within the system.

SCHOOL INTEGRATION RESEARCH
Harvard Graduate School of Education
716 Larsen Hall
Harvard University
Cambridge, Massachusetts 01238

Training

COMPUTER-BASED INSTRUCTIONAL SYSTEM FOR IN-SERVICE TEACHER
EDUCATION IN BIOLOGY
System Development Corporation
2500 Colorado Avenue
Santa Monica, California 90406
(Director: Robert T. Filep)

DEVELOPMENT OF A REGIONAL TEACHER EDUCATION PROGRAM FOR THE
FIELD OF DISTRIBUTION AND MARKETING
School of Education
University of Massachusetts
Amherst, Massachusetts
(Directors: William C. Wolf Jr.
Albert W. Purvis)

An undergraduate and graduate teacher education program, focusing upon the field of distribution and marketing and attuned to the New England regional economy, is being established by the University of Massachusetts and the six New England State Departments of Education.

DEVELOPMENT OF THREE APPLIED RESEARCH TRAINING PROGRAMS
School of Education
University of Massachusetts
Amherst, Massachusetts

PROJECTS

Three applied research training programs--evaluation, research dissemination, and instruction research have been established as ancillary doctoral majors to attract competent individuals in command of unusual academic perspectives to study educational problems.

EDUCATIONAL INTERN PROGRAM
National Training Laboratories, NEA
Washington, D. C. 20036
(Director: Dorothy Mial)

PROJECT ON STUDENT TEACHING
College of Education
Temple University
Philadelphia, Pennsylvania
(Director: Edmund Amidon)

A study to measure the effects of training in the Flanders System of Interaction Analysis on the teaching behaviors of student teachers. The belief is that training in interaction analysis allows a teacher to gain objective feedback about his own teaching, to formulate desired changes in teaching behavior, and to observe the effects of these changes.

PROJECT ON TEACHING THEORY AND INQUIRY AND INDIVIDUALIZING INSTRUCTION
School of Education, NYU
520 Main Building
New York, New York 10003
(Director: Glen Heathers)

RESEARCH MANAGEMENT INSTITUTES
Research Training Branch
Bureau of Research
U. S. Office of Education
400 Maryland Avenue, S. W.
Washington D. C. 20202
(Director: John Colby)

PROJECTS

TRAINING FOR RESEARCH IN THE SOCIOLOGY OF EDUCATION
Bureau of Applied Social Research
605 West 115th Street
New York, New York 10025
(Director: Sam D. Sieber)

Miscellaneous

COMMISSION TO STUDY THE ENTIRE FIELD OF EDUCATION
3 Holden Street
Providence, Rhode Island 02903
(Director: Tilden Mason)

FACTORS ASSOCIATED WITH THE SUCCESS OR FAILURE OF REFERENDUMS
TO RAISE TAXES FOR SCHOOL IMPROVEMENT AND CONSOLIDATION
Department of Sociology
West Virginia University
Morgantown, West Virginia
(Director: John Photiadis)

OFFICE OF ECONOMIC OPPORTUNITY DECISION-MAKING STUDY
134 Sparks
The Pennsylvania State University
University Park, Pennsylvania 16802
(Director: Nicholas A. Masters)

A study of the impact of OEO Community Action Agencies on
local decision-making in education.

THE OREGON COMPACT
311 Public Service Building
Salem, Oregon 97310
(Director: Ray Talbert)

The compact focuses on helping relationships in innovative
schools.

SCHOOL IMPROVEMENT PROGRAM
Ford Foundation
320 East 43rd Street
New York, New York 10010
(Director: Edward Meade)